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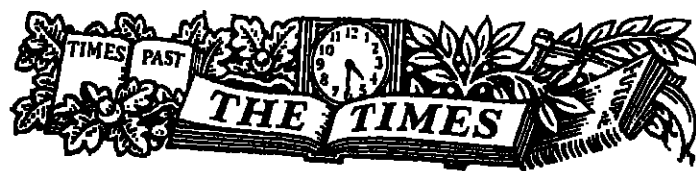
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## Politics and privacy

Privatization is an ugly and imprecise word, but perhaps an inescapable one in the 1980s. Not so long ago it was mainly about emptying dustbins in Wandsworth, and cleaning streets in Wandsworth, and more recently washing hospital laundry. Now Sir Keith Joseph believes that the same practice should be extended to universities, or at any rate the few that can be persuaded to accept his challenge of boom-or-bust. He has already had one meeting with a small group of vice chancellors on this subject and another is planned.

The trouble with privatization is that it is used to describe two quite different programmes - and the trouble with Sir Keith's attempt to include the universities is that his intentions seem to be an unstable amalgamation of both these programmes. The first is a crude programme to hand over public services to the private market; the second, a subtle programme to redraw the boundary between the public and the private in our society. The two are rarely the same in practice. The aim of the first is to improve efficiency and to tighten accountability; the aim of the second to extend freedom.

The practical intentions of the first privatization programme are three. First to secure the best possible value for money by putting public services that are necessarily monopolies out to periodic competitive tender. Second to increase accountability by using the market to communicate the demands of client-customers directly to those who provide services. Third is to break up, or at any rate tame, gigantic and allegedly immobile public sector bureaucracies that are unresponsive to changing demand.

None of these applies with much force to higher education. First, privatization for the sake of efficiency. By financial and international standards British universities and even even greater extent polytechnics are very cost effective. A few fringe services like catering could be handed over to private contractors, if the careful results of local authority attempts at privatization are ignored, but the core services of teaching and research can hardly be put out to tender like ITV contracts. Buckingham, for what little example it is worth, is the exception that proves the rule.

Second, privatization for the sake of accountability. Of course, it is not at all

clear that total and specific accountability of higher education is in the public interest. But even if it were, many practical problems remain. Accountable to whom? Only to those who have both the capacity and the will to pay? The attempt during the 1970s to regulate research on the so-called customer-contractor principle demonstrated both the ambiguity and the crudity inherent in any plan to reduce the responsibilities of higher education to a simple-minded model.

Third, privatization for the sake of variety. Variety is certainly a virtue but there is no conclusive evidence that private markets stimulate variety. They may instead encourage uniformity. The immobility of bureaucratic institutions is also certainly an obstacle to change. But the problem of bureaucracy applies with as much force to the private as to the public sector. Only those with no conscience of the former suppose otherwise.

There is, of course, another motive for this first crude form of privatization, one that is less often acknowledged by politicians but is probably much more persuasive. It is that crude privatization can appear to take the politics out of difficult decisions about the allocation of scarce resources. It is a device to let politicians off the hook. They can shrug their shoulders and pretend that damaging and controversial decisions are the inevitable outcomes of the anonymous operation of the market, or that universities (or the National Health Service) can avoid damaging cuts by tapping the resources of the private sector.

Of course, universities should be able to attract private money, and do so with considerable success. But this is an alibi and should not be used as an alibi. Universities who are desperately trying to square the circle by acquiring in damaging cuts and then pretending that the inevitable damage can be avoided by the magic formula of privatization. This is a particular threat to the universities which could so easily slip back to a system of deficit financing, however loud the promises that no account would be taken of their private income in calculating their public grant.

The second and more subtle programme covered by the term privatization is altogether different. It arises from the belief that too large a part of the affairs of our society is taken up by politics, in particular the politics of abstract "isms" and anonymous in-

stitutions (of the private market as much as or more than public bureaucracy) both of which can be equally alienating, and that too small a part has been preserved for the private and the personal dimensions of life. It is a strain of belief at once reactionary and futurist, shared by seventeenth-century Parliamentarians who sought to defend their liberties (significantly in the plural) against the encroachments of Royal absolutism and by the followers of E. F. Schumacher and his "Small is Beautiful" message. It is for the natural solidarity of individuals, families, communities and against the artificial abstractions of state (private as well as public). Personalization is perhaps a better word than privatization.

The intention of this second programme is to leave room for the personal, the private, the autonomous in a society that is necessarily and increasingly interdependent. Universities therefore are important objects of this more subtle programme of privatization. Universities, and all higher education, should always remain to some degree private institutions, not in the sense of standing insensitively apart but because they should be preserved from too insistent and instantaneous a utilitarianism.

The general argument for personalization is that private estates of privilege should be preserved but that to try to cram all human affairs into the category of political is to reduce them to an unreal and ultimately oppressive simplicity. The particular argument for an autonomous higher education is that it should have a licence to behave in an irresponsible, or irrelevant manner but that its very autonomy, its institutional privacy, is its greatest utility to society.

The main thrust of Sir Keith's interest in privatization seems to have been in the first crude programme covered by that word. Yet enough is known of the man to suspect that the intentions of the second more subtle programme must also interest him - and even as the Secretary of State who has done most to undermine the freedoms of higher education alarm him. There is after all little virtue in short-sighted "privatization" that erodes still further the institutional privacy of higher education, that imprisons both its practices and purposes ever more firmly within the wire fence of the political.

## Reliable authority

There is more than a touch of irony about the coincidence of the inner London Education Authority's review of higher education with the Government's plans to abolish the authority. And it is not confined to the apparent oddity of launching a major debate on proposals which the authority will never see implemented.

More importantly, the review represents tangible evidence of the potential for genuine rationalization in the country's largest concentration of students. An authority condemned as spendthrift and irresponsible has produced proposals which are rather more far-reaching than those under consideration by the National Advisory Body. It is true that the ILEA review spans a longer period than the current NAB

planning exercise, but it is a bold and innovative document. Even if some of the more radical proposals are watered down after consultation, the authority will still have done more than any other to rethink its higher education provision. What is more, unlike the NAB, the ILEA presently has the power to deliver its decisions.

The new ILEA will have those powers, at least as it does not step out of line. In keeping with its initial general contempt for local government, they propose to retain the power of veto for three years - just when the changes flowing from the review would be implemented.

Given the Conservative manifesto commitment to abolish the metropolitan counties, and with them the ILEA,

the structure of the new authority might have been worse. The problem of administering higher education in the capital was largely responsible for preventing the break-up of the authority and there is an argument that an ILEA composed entirely of borough representatives will be more responsive to financial pressures.

But, while the authority's record may be questionably generous in the schools, notwithstanding the special associated costs with which it has to deal, the same cannot be said of higher education. It is not the ILEA's policies which come out at the top of the league table of unit costs, but the two London polytechnics run by similar versions of the joint board which the authority is to become.

A comprehensive definition of research and has a special word of support for the humanities and social sciences. The desire of the NAB to reduce "research" to manageable and therefore affordable proportions is understandable. But this should be done by adopting a definition which implies that scholarship is a cheap and marginal activity, and so that polytechnic and college research on a permanent inferior basis to university research. The long-term goal must be equality of treatment.

Laurie Taylor



I think that just about covers the main points. So perhaps we could now turn to your own questions.

**SILENCE**  
Are there any questions?

**SILENCE**  
Anything that anybody wants to raise?

**SILENCE**  
Anything. No matter how trivial?

**SILENCE**  
Because I know how very confusing these first couple of weeks can be.

**SILENCE**  
Information being fired at you from all directions.

**SILENCE**  
So any little problems?

**SILENCE**  
As I say, don't worry if they're about quite petty little things. They can often be the biggest source of difficulty during these early days.

**SILENCE**  
So don't be afraid to speak up. No one's going to bite.

**SILENCE**  
Anything about the course? Seminar arrangements? Assessment? Accommodation?

**SILENCE**  
Yes. Gentleman at the back with the Fair Isle sweater. What's your question?

**SILENCE**  
Yes, that's right. You. EMBARRASSED SILENCE

Oh, I'm sorry. Didn't you have a question? I thought you were raising your hand. All right then. Anyone else?

**SILENCE**  
I mean it doesn't have to be an actual question. An observation perhaps. A critical comment. A tiny suggestion. The merest hint of an opinion about almost any aspect of anything.

**SILENCE**  
Well perhaps we'll break for tea then, and after that, Professor Lapping - our head of department - will be popping in to deal with any... erm... outstanding queries.

Excuse me, sir.

Ah yes. A question?

My name's Noakes, sir. First year Joint Media-Phil. I was just wondering - you know - wondering - well - because I haven't ever done them before - because we didn't have them at school - I was just wondering - what exactly is a typical university seminar like?

No problem there at all, Noakes. Just think of the last 10 minutes. Right? And then multiply by 45. Now, anyone else before I put the tea?

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## Universities may fail to provide extra places

by Ngaio Crequer and Olga Wojtas

The universities may fail to provide enough extra student places in 1984 and in 1985 to meet last month's urgent Government request.

Although some universities have still not made their decisions - even though the University Grants Committee deadline is on Monday - the early indications are that the places offered will not reach the UGC total.

The Department of Education and Science asked the UGC if some 3,000 extra places could be provided in the universities in 1984/85 and in 1985/86 to make up for the shortfall in the public sector. But no extra money would be provided.

Universities' fears about the long-term erosion of their grant have caused them to keep their bids for places low and they are insisting they will only take extra for the two years, unless they get extra funding.

The universities' budget is likely to suffer as a result of the Cabinet spending cuts discussions which began last week. The first cut was in Bradford's overshot its targets this year by 30 and will offer these, so long as they are home postgraduates. Bath, still to take a decision, has also overshot by 85.

Manchester will take 40 next year, and 75 the year after but an internal university paper has warned that if as a

result a new unit of resource was calculated, then future income could drop by as much as £250,000.

Keele will take 50 and 50, Hull 75 and 75, Sussex 90 and 90, York 53 and 53, Salford 41 and 41, the University of Wales Institute of Science and Technology 85 and 85.

Birmingham will take 120-150 next year, Surrey 150, Brunel about 80, Oxford about 100, Aberystwyth between 30 and 50, Durham about 100, Warwick around 35 and Nottingham 100.

A UWIST official said that the university had not yet reached its staff

savings, so extra students could be managed. A Durham University official said they were sympathetic to the plight of 18-year-olds but they were unwilling to erode their unit of resource.

In Scotland the offers tend to be larger. Glasgow is seeking 205 extra students, Dundee 100, Stirling about 100, St Andrews 50 and Aberdeen about 30.

Swansea can take 85 each year, and Sheffield 100 each year.

The UGC will not make a decision about the university offers until its next meeting.



## Loans plan for adult training

by Felicity Jones

The Manpower Services Commission was this week considering a student loan scheme to enable adults to take training opportunities as part of its adult training strategy.

A pilot scheme would begin in 1984/85 with around £15m rising to £100m. The MSC has looked to overseas experience, particularly Swedish and American, for models of loan schemes to private sector employees.

Payment of fees and maintenance could be covered by the loan which would be underwritten by the Government so that if the trainee was unable to find employment to repay the loan it would be paid.

If the proposal was accepted by the commission it would involve some delicate negotiations with ministers to release what in effect would be new money for adult training and education, although the MSC hopes the money would come from the banks.

One outcome would be the disappearance of discretionary awards paid by local authorities and discussions have already been opened with the Department of Health and Social Security about the 21-hour rule to reduce the three-month qualifying period for unemployment students.

In terms of the total adult strategy, the loan scheme is the only major aspect which would draw any extra funding into the initiative. The other measures involve a shuffling of existing resources, in particular reducing by more than half the places on the training opportunities scheme (TOPS) which in turn would put more emphasis on skill-plus work.

In other respects, the MSC wants to continue to support work preparation, improve the community programme and pay employers for training an employee newly hired for a six-week induction course. Another plan is to make grants available to employers to cover the consultancy fees to explore a company's training needs.

There was also a proposal put before the commission to make small amounts of money up to £500,000 available to local consortia of employers on a bidding basis to develop up to 10 transferable skills training projects rather than training for specific jobs. The MSC would collaborate with the DES's professional industrial and commercial updating service over the local projects.

The commission has also been putting pressure on the department to provide some initiative on basic education for the unemployed.

## Thatcher urges closer links on research

by Jon Turney  
Science Correspondent

The Prime Minister is urging ministers from the three main departmental spenders on sciences and technology to increase coordination of their research efforts.

The debate on transfer of technology from defence research to the civil sector has now widened to take in the balance of spending between the Ministry of Defence establishments and research councils and universities.

Mrs Thatcher chaired a meeting last week between Mr Michael Heseltine, Secretary of State for Defence, Sir Keith Joseph, Secretary of State for Education and Science, and Mr Kenneth Baker, minister for information technology in the Department of

Trade and Industry, to discuss these issues.

All parties are keenly aware that in the United States, where the proportion of government research spending on defence matches the 50 per cent plus spent in Britain, defence research laboratories and universities work much closer together.

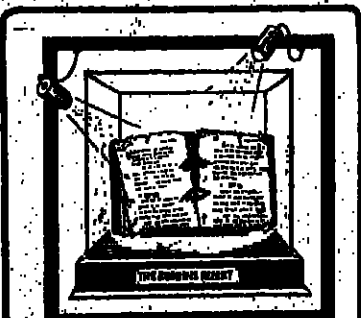
Ideas now under discussion include not only free exchanges of information between the two sides, but also the possibility of a transfer of some MoD basic research funds to the DES side, to be channelled through the research councils. With the MoD's research and development spending now running at £1,800m a year, even a small shift in resources would be highly significant for research councils and universities.

The debate on technology transfer

between civil and military sectors was reactivated earlier this year by a report from Sir Iwan Maddock, former chief scientist at the Department of Energy, to the National Economic Development Office, criticizing existing arrangements.

Mr Heseltine has already announced a new scheme for technology brokering to work with defence establishments, at the Prime Minister's seminar of technology transfer at Lancaster House last month. But further measures may now follow.

In a second report last week, Sir Iwan argued, for example, that the advanced electronics research of the DIT, MoD and the Science and Engineering Research Council should be brought together under a central authority.



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## Oxford colleges vote on admission reform

by Paul Flather

Oxford University colleges are poised to approve a package of reforms aimed to make student entrance to the university simpler and fairer, and attract more state school pupils.

Next week representatives from the 28 main undergraduate colleges meet for a final vote on the reforms which include the abolition of the post A-level entrance examination, which is seen as discriminatory against state school applicants.

The reforms were drawn up by a special internal review committee of 14, headed by Sir Kenneth Dover, president of Corpus Christi College, to simplify admissions procedures sometimes described as "Byzantine" in complexity.

The reforms were also drawn up to head off critics both inside and outside the university who complained that too many private school entrants won Oxford places. From 1968 to 1981, 51 per cent of the places on average went

to private school entrants; a third more than at other universities excluding Cambridge.

Under the Dover proposals there would be just two modes of entrance. One would be for pre-A level candidates who would take the special entrance examination and be offered places after interview and conditional on A level grades.

The other would be open to candidates at any stage of their career with admission based on A levels, written oral tests, and school reports.

For the first time Oxford would be assessing all candidates at the same time in November and all applications would be processed through the more usual Universities Central Council on Admissions with a closing date of mid-October.

The Dover reforms would also allow candidates to express two preferences for colleges. If they wished, avoiding much of the guesswork made by some

candidates with little knowledge of Oxford life.

Opposition had been expected from at least three quarters: those who put special store by the educational value of the seventh term entrance, extending pupils well beyond A level; private schools which stood to lose in income and perhaps influence; and those who felt the reforms had not gone far enough.

But general opposition appears to have faded away during the summer discussions. At the final preliminary meeting last week no major obstacles or amendments were raised, making it almost certain that the reforms would be approved next week.

If approved the new procedures would come into effect in 1985 for students seeking admission in October 1986. This is to allow all those already doing A-levels and expecting to take the seventh term examination to go through the system.



## Balancing act on a shoestring

by Jon Turney  
Science Correspondent

The latest report from the Natural Environment Research Council confirms that it is rejecting more grant applications as it struggles to support university research on a diminishing budget.

The NERC is now locked into a continual balancing act between its commitment to university research, its undertaking to back new priorities like remote sensing, and a squeeze on its income from both the science vote money channelled through the Advisory Board for the Research Councils and commissioned research.

In his introduction to the council's 1982/83 annual report, published this week, the NERC's chairman, Sir Hermann Bondi, says the really painful side is research commissioned by Government departments. This has declined by £12m a year, or 13 per cent of the council's total income, over the last few years.

In an attempt to offset this loss, the council has set up a research marketing group from its old commissioned research group. This group is increasing its efforts to win contracts from organizations like the European Commission and the World Bank, as well as industry. However, Sir Hermann admits that this is unlikely to raise funds on the same scale as the sums lost.

The council's share of the Department of Education and Science's science budget is also falling. This means that although new appointments are still being made, more and more posts will be frozen when they fall vacant, according to Sir Hermann.

Nevertheless, some changes in funding are still possible and Sir Hermann singles out the boost for the NERC "special topic" programmes which bring together university departments and council institutes. This programme, now worth over £200,000 a year, is currently a badge of virtue. This follows recommendations in Mr Dick Morris's report to the ABC that research councils, institutes and universities should work much more closely together.

At the meeting to launch the report, Sir Hermann announced a review of the NERC's research establishment system announced last week. The council has set up a committee under Professor R. J. Berry of University College, London.

Under the present arrangements, 300 NERC studentships are awarded each year to individual university and polytechnic departments and prospective researchers then apply to departments.

Critics of the system claim that outside academics have too small a say in the projects supported. The council has invited comments on ways of improving the existing procedure.

## Shift urged towards non-degree courses

The number of places on degree courses should be cut if necessary in order to free resources for more people to take lower level programmes, Sir Charles Carter, former vice-chancellor of Lancaster University, told a conference last week.

Sir Charles was addressing a seminar in Belfast organized by the Irish Congress of Trade Unions in his capacity as chairman of the Northern Ireland Economic Council. In his speech he repeated his criticisms of the level of specialization in the British education system, which left graduates unable to apply their knowledge in their later work.

"We offer a specialized and expensive education to a select authority who benefit from three or four years study but we put all sorts of obstacles in the way of those who could benefit from shorter courses of higher education," he said.

Places for non-degree courses should be doubled, those for degree courses in order to correct the imbalance.

Sir Charles also criticized the teaching profession for its isolation from the needs of society and its reluctance to accept the necessity for a much wider secondary level curriculum.

He suggested teachers in colleges of

## Keele equality ruling kept in reserve

by Ngao Creguer

The result of a Central Arbitration Committee hearing between Keele University and lecturers on job applications by women could have serious implications for all universities. The Association of University Teachers had asked the CAC to rule on the refusal by Keele to supply information on the sex of applicants for academic and academic-related staff.

At the hearing last week the committee said the nub of the question was the practicality of providing the information. The weight of argument in

favour of the claim was impressive and this did not mean the university's arguments were being ignored.

The committee felt competent to make a declaration, but instead it was agreed between the two parties that it would be deferred pending a statement by the university council on November 7. If the AUT is unhappy with the statement it is at liberty to return to the CAC to seek the declaration.

First, such information was not relevant as the parties were not in a collective bargaining situation; or, the union would not be impeded to a

material extent if it did not have the information; or disclosure would not be good industrial relations practice; or even if the information was available it would not assist in deciding whether selection procedures were inadequate or unfair - the quality of applicants had to prevail.

Finally, the university would find it too difficult to compile the information. There was no central collecting point for applications, and since March 1982 the university had reduced secretarial and clerical support staff by 28 per cent.

There was a backlog of several months' personnel work and it had been necessary on a number of days,

because of holiday claims, to shut the personnel office.

To institute a statistical collection service to get the information from departments "could involve many man (sic) hours of work. It is the view of the university that the collection of such information places an unreasonable burden on its staff at its current reduced level beyond the value that any statistics might provide for the AUT or the university.

"Despite the above, the university is entirely happy to arrange to provide the information as soon as staffing levels allow."

## Paid release extended

A pilot scheme to provide basic skills education for manual workers is to be extended by the National Union of Public Employees with the financial support of the Inner London Education Authority.

The initial project was made possible through one of the Adult Literacy and Basic Skills Unit's "pump-priming" initiatives. Mr Alan Wells, ALBSU's director, described it this week at the project report's launch as a "flagship scheme" in terms of paid release for adults.

Under the project manual workers from the University of London, London borough of Southwark and the Greater London Council received second language, literacy and other areas of basic education. Over 400 employees from porters to domestic and cleaning staff attended the courses, which varied in length from 100 to 200 hours.

Mr Rodney Bickerstaffe, NUPE's general secretary, said that education had taken a low priority in the workload of trade unions, but he hoped this would change as other unions and divisions of NUPE negotiated day release schemes with both public and private sector employers.

As the first union-based scheme for adults in basic skills Mr Neil Fletcher, chairman of the ILERA further and higher education committee described it as a highly significant scheme which would be widened over the next two years with ILERA funding into the trade union, education and skills project.

The south-east region of the Trades Union Congress will be the new big umbrella sponsor which will draw four big unions into the new management committee.

Greater links with the ILERA's adult education institutes will be sought in the next stage of consolidation and expansion. Various London-based boroughs implementing equal opportunities policies and training for manual staff will be drawn into the scheme and discussions with the London borough of Camden are proceeding.

## Aberdeen MP calls for merger inquiry

by Olga Wojtas

Scottish Correspondent

Mr Robert Hughes, Labour MP for Aberdeen North, has called for the Select Committee on Scottish Affairs to hold an inquiry into the proposed merger of Aberdeen University, Robert Gordon's Institute of Technology and Aberdeen College of Education.



Mr Robert Hughes: public evidence

The proposed merger could herald the most significant change in educational organization in recent years, and its merits and demerits required the most detailed public discussion, said Mr Hughes.

If such a merger were to take place, he added, it could succeed only if all interests were fully consulted and given an opportunity to express their views before any decision was reached. Mr Hughes stressed that he had an open mind on whether there should be a merger.

The university court asked the Secretary of State for Scotland and the Secretary of State for Education and Science in February to set up an independent committee to investigate a merger. The proposal came only from the university, which had had no official consultations with the two other institutions.

The Government ministers have so far made no decision, but now Mr Hughes, who chairs the Select Committee, has asked for "urgent consideration" of his proposal.

In his letter to Mr George Younger, the Scottish Secretary, he said that a specially appointed committee of inquiry "was always open to the charge that it had been selected to produce a desired result."

"The merit of having the Select Committee on Scottish Affairs look at this is that the evidence, written and oral, would be public, and any recommendation would be seen to be free from influence by vested interests," he said.

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## Union fears bankruptcy

Sheffield City Polytechnic student union is seeking urgent talks on the implications of a proposal to cut 25 per cent from its 1984/85 budget.

The proposal to cut £100,000 has been put forward by a polytechnic working party as part of the 1984/85 budget exercise. The student union has drawn up its own report on the actions needed to avoid bankruptcy if a cut of that order was imposed.

They include redundancy for up to the full-time equivalent of 20 of its 40 full and part-time staff, quitting its city centre headquarters and social centre, or a package of savings. These include abolition or reduction of sabbatical posts, disaffiliation from the National Union of Students and its South Yorkshire area, closure of its headquarters building for periods of the year, a freeze on spending and increased bar prices.

While remaining confident that the union will continue to provide services to students and safeguard the jobs of its employees, Mr Mark Kelly, the president, said: "We shall be seeking a reassurance from the authority that they will not take this retrograde step. It really is quite crazy to suggest that the local authority will condone a measure which threatens the job security of our staff when they themselves have a no redundancies policy."

Councillor Mike Bowler, chairman of Sheffield's education committee, made clear the city would not allow the union to become bankrupt.

Further details will be announced at the one day conference, the second to be held since the union raised its profile on the research staff issue.

The early stages would involve demonstrations outside the committee of Vice Chancellors and Principals and research council meetings and a possible lobby of Parliament.

The Inner London Education Authority has embarked upon a six week budget consultative exercise, asking the public whether it should increase or cut this year's £269m spending in 1984/85.

The consultative document which has gone to all colleges, schools, governing bodies, local boroughs, representatives of students, parents, industry and trades unions, outlines specific possible cuts - £2m off the "topping up" money to inner London polytechnics; reductions of teaching hours and discretionary awards in non-advanced further education - as

well as areas of high priority for increased spending, including additional access courses and accommodation.

Three overall options are presented: to allow £5m for new developments, and cut £15m elsewhere, meaning net spending of £900-915m; £15m for new developments and a £5m cut, meaning £920-935m, or £20m for new developments and no savings, meaning spending over £940m. Opinions must be at County Hall by December 9.

The consultative paper also shows what cuts would have to be made for ILERA to qualify for rate support grant.

The Greater London Training Board plans to protest to Mr Tom King, the Secretary of State for Employment over the department's refusal to allow a skills centre in Deptford to be used for a creche linked to a women-only skills introduction course.

The creche is being proposed by a consortium of three local authorities and a delegation went to see Mr Peter Morrison to the chair of the Lewisham employment industry committee.

The same or similar arrangements should apply, because unless trainees are prepared to return to work after the training, however, a

letter from the department refused permission on the grounds that it was unlikely that similar creche provisions would be available at the women's future places of work.

"I do not think it would be appropriate to use skills centres for childcare because I feel the provision during training should relate to what provision is likely to be available in subsequent employment," wrote Mr Morrison to the chair of the Lewisham employment industry committee.

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## High costs threaten college job cutting

by David Jobbins

In-built problems over who should bear the long-term costs of premature retirement is threatening the ability of the voluntary colleges to shed jobs by the least savage method.

Under the premature retirement compensation scheme the voluntary colleges must bear the continuing cost for staff who leave early, while in the public sector this cost is chargeable to the "pool".

Up to 90 posts at 16 voluntary colleges must be shed by next year - but the potential extra burden on budgets which themselves must be substantially trimmed under Department of Education and Science orders is too great for many to adopt a full PRC scheme.

According to some estimates half the colleges are either unwilling or opposed to the use of PRC because of the long-term costs of widespread use of the scheme, which could extend beyond the lifetime of the staff member involved because of commitments to his or her family.

Even where PRC is used it could be on less favourable terms than those available in the public sector - a matter of concern to the National Association of Teachers in Further and Higher Education which is determined to ensure that the two arms of the higher education service are treated equally.

In an effort to bring some order to the chaos, the DES has sent in a private firm of accountants, Arthur Anderson, to examine the colleges' financial control systems. A sample of colleges were visited by the firm's audit team led by Mr Vincent Watts last month, and all the colleges are in the process of receiving follow-up visits for discussions on the preliminary findings which will lead to a final report by the end of November.

The widely drawn terms of reference for the team include determination of financial need, how resources are managed, and variations in accounting methods.

The Japanese administration has long devoted much effort to identifying areas of technology to be singled out for special support and their record in picking winners over the medium term is concentrating the minds of other governments. If the ACARD study bears fruit, its findings would clearly be significant for priority-setting for research council support within the ABC. The Department of Trade and Industry is also likely to take a close interest in the results, although they may go against current non-interventionist orthodoxy.

Other members of the study group include Professors John Metcalfe of Manchester University, Gareth Roberts of Durham University and John Thomas of Cambridge. Dr Carl Hilsam, the chief scientist at GEC's Hirst Research Centre and Sir Hermann Bondi, chairman of the National Environment Research Council.

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## Looking for money spinners

by Jon Turney  
Science Correspondent

The Advisory Council for Applied Research and Development has set up a new study group whose conclusions could have far-reaching effects on science policy.

The group, led by Dr Charles Reece, director of research and technology at ICI, has been asked to spot areas of science with economic potential. Its findings will be linked to the new annual review of government research and development expenditure to be prepared by ACARD and the Advisory Board for the Research Councils.

The study is regarded by ACARD as a long-term venture, and the group's first job will be to review a report commissioned by the cabinet office of forecasting techniques used in the United States, Japan and Western Europe. Sources at the National Science Foundation in the US indicated that the British investigators were especially interested in the past record of attempts by US government agencies to assess technical promise of basic research.

The group will then have to decide whether existing techniques are up to supporting advice on "current scientific developments... which show commercial and economic promise in the medium to long term".

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Rupert Housley, a Cambridge University archaeology student, examines peat samples at the site of the Glastonbury Lake Village, in Somerset. Mr Housley is studying environmental changes in the lake village, the only one discovered in Britain, for his PhD thesis. The samples represent 5000 years of peat deposits, which are carbon dated and examined for the distribution of different species to provide clues to the duration of the settlement and its character.

## Large scale disaster

Virtually all Stirling University's fish stock has died, with a loss of £10,000, because of increased chlorine in the public water supply.

Around 1,300 fish in the university's noted institute of aquaculture have died of chlorine poisoning, as have 1,000 fish used by the biology department.

Researchers in the Institute were coming to the end of a four-year project on fish diet, and six months' research time has been lost as a result of the poisoning.

In the past, Central Region has warned the university that there will be an increased amount of chlorine in the water, so that it can be filtered out before it reaches the fish tanks.

But this time no warning was given, and the university is now seeking compensation from Central's water and drainage department. It is likely that the university's water system will be rebuilt to avoid similar problems in the future.

Mr Robert Belmont, Stirling's secretary, said there had not yet been a reply from the regional council. He added: "Things could have been worse. The fish stocks in aquaculture were at their lowest."

Speaking at the college's commemoration day, Lord Flowers said it was "a curious aberration that the present Government, so devoted to reducing the presence of the state in so many facets of society, should be questioning our system of peer review."

"Peer review permits diversity and encourages innovation," he said. "An externally imposed validating body would kill them both: and yet that is what is now being floated. I hope we can convince the Secretary of State that our universities have long since grown beyond that need, and are the better and stronger for being trusted to determine standards for themselves."

Universities could not pretend, when everyone else was also losing resources, that they could not continue gradually to improve their productivity.

The grants will be allocated in response to bids from local authorities and will be payable for a maximum of five years, with longer periods agreed only in exceptional circumstances. They will not involve an increase in total local authority expenditure, although the DES will take the need for such grants into account in setting planned levels of expenditure.

The Bill's clause in relation to BTCC simply ensures the continuing availability of mandatory awards for higher national diploma courses validated by the new council.

Mr Philip Meridale, chairman of the Association of County Councils' education committee, said it was unreasonable at a time of unprecedented restrictions on local authority spending

to introduce measures taking money away from some authorities and giving it to others.

But Sir Keith Joseph, Secretary of State for Education and Science, has described the proposed support grants as an important step forward which leaves unchanged the fundamental relationship between central and local government.

Payments by the Department of Education and Science would cover up to 70 per cent of the cost of approach projects,







## Bristol Poly report counters HMI criticism

by Karen Gold

Bristol Polytechnic has issued its own report countering criticisms of its engineering department by Her Majesty's Inspectorate, and blaming Inspectorate policies for some of the department's difficulties.

The HMI report of a visit in November 1981, published in July this year, implied that the department - with an ageing staff, poor environment, outdated equipment and low level intakes and results - had little justification for remaining open.

"There is little evidence of local or regional demand for mainstream engineering degree courses at the polytechnic, and it must be assumed that the two existing prestigious engineering departments not in Avon adequately cater for these requirements," the report concludes.

But the polytechnic's counter report, which has been sent to Sir Keith Joseph, secretary for state for education and science, points out that the lack of full-time degrees in the main engineering disciplines of mechanical and electrical engineering which would have strengthened the department academically was entirely due to HMI's earlier advice.

"It cannot be stated too clearly that the unusual situation to which HMI refers is a direct result of HMI advice in the early 1970s. It was made clear to the polytechnic at that time that DES approval would not be forthcoming for a straight electrical or mechanical degree, and that the department must seek its full time degree in other fields," the Bristol response says.

Replying to comments by HMI that equipment in the department is inadequate and old, the Bristol paper says: "HMI have, in the past, turned down a considerable number of requests from the department for key sector approval to buy equipment", while on the HMI condemnation of the department's poor environment, the Bristol paper points out that plans for a new engineering building were frozen by the government.

Sophisticated teaching and equipment are needed for undergraduate work, it says in response to HMI suggestions that local colleges could take on some of the polytechnic's courses.

New senior appointments and some early retirements took place between the inspectors' visit and the publication of their report, the polytechnic adds: the department is now doing more research and short courses and has more industrial links.

Some statements in the HMI report are corrected by the Polytechnic: one college and not seven runs advanced engineering courses in the area; nine out of 17 not seven out of 19 students began the technology course in the first year in 1979 and were completing it in the third year in 1982, the Bristol report says.

Mr Peter Brooke, under secretary of state at the Department of Education and Science, this week wrote to Bristol Polytechnic saying he was anxious that the points in the report be discussed and had asked the Inspectorate to arrange a meeting with the polytechnic.

## Overseas news

### 'Ten new universities needed'

from Geoff Maslen

MELBOURNE

Australian universities and colleges of advanced education could face a demand for 100,000 new enrolments within the next six years - a 30 per cent increase on present numbers, according to the chairman of the Victorian State Board of Education, Dr Ken McKinnon.

The increased demand for places would require the establishment of another eight or 10 universities and colleges of advanced education with about 10,000 to 15,000 students each, rather than enlarging existing institutions, Dr McKinnon said, in an address on the future of higher education given at Deakin University.

The federal Labor government's election promise to create an additional 25,000 places by 1990 would be inadequate to meet the demand, Dr McKinnon said. It would also mean the government could not make higher education available to a greater range of students and this would mean college and university places would be more rationed, not less.

Dr McKinnon, who is also vice-chancellor of the University of Wollongong in New South Wales, said projections of the future demand for places were based on:

● An expected sharp increase in the size of the secondary school population over the next six years, and a marked rise in the proportion of students staying on to complete their secondary schooling.

● An increase in the proportion of school-leavers going on to further studies - from the current 42 per cent to 54 per cent, the level of transition in 1974.

● A continuance of the present enrolment patterns of older students (those aged 23 and over) who now make up more than 40 per cent of the university student population.

Dr McKinnon's comments come at a critical time for higher education and are likely to be more influential than

most observations by vice chancellors. Ken McKinnon is still highly regarded within the Labor Party - he was appointed foundation chairman of the Schools Commission under the Whitlam Government in 1974 and was dumped from that post by the Fraser administration seven years later.

But higher education is also under political scrutiny by the Hawke government and the federal minister for education, Senator Susan Ryan, has made it clear she expects tertiary institutions to be responsive to Labor's policies, notably those on broadening access.

On the issue of whether the increased student demand could be satisfied more efficiently and cheaply by making existing institutions bigger, Dr McKinnon said it would be better to create more medium-sized universities and colleges.

"With supportive student arrangements these would be most helpful to a more socially comprehensive (and successful) tertiary student body," he said. It would also be better to initiate or expand institutions in the western and southern suburbs of cities like Brisbane, Sydney and Melbourne.

"So far the Australian public has been conditioned to the view that tertiary education is for a small privileged elite," Dr McKinnon said. "It has not taken the view that tertiary education is a national necessity for a substantial proportion of the population."

Dr McKinnon was highly critical of the continuing separation of higher education students into university and college of advanced education streams. He described the binary system as "a major national educational blunder from which Australia was still suffering." In many cases it was difficult to distinguish colleges from universities while institutions such as the Royal Melbourne Institute of Technology were already bigger and stronger than some universities.

A three-tier system with community colleges, tertiary colleges and universi-

ties could encourage the growth of two-year initial qualifications "followed by further stages at appropriate career points" so that the cost of a four year degree would not be unbearably high, Dr McKinnon said.

"The division, and the continued justification of it, fly in the face of national need and common sense, putting technology and applied studies in an inferior position to other studies. It also flies in the face of amalgamations of universities and colleges (which occurred under the former liberal government)."

The community colleges would offer both general education and vocational courses, with up to two more years of general education in the arts and sciences, beyond secondary school. These latter years would be organized and credited as tertiary studies for subsequent transfer to tertiary colleges.

Tertiary colleges would combine undergraduate vocational and arts and sciences study in the one institution. Students would go on from first degrees to universities for shorter, more intensive preparation for professional occupations.

Universities, under the new scheme, would provide the graduate training and research opportunities which Australia needed in the basic sciences, the learned professions and in the technologies and to make this function and research their primary roles.

"The states might well become entirely responsible for community colleges, the federal government might share responsibility for tertiary colleges on an agreed basis and the universities might continue to be an entirely national responsibility," Dr McKinnon said.

He said irrespective of whether the three-tier system found favour, the present binary concept had already been so far breached in practice as to be no longer useful, other than to create status barriers and problems of development.

## Reaganomics hit American academics

from E. Patrick McQuaid

WASHINGTON

Reaganomics have caused severe problems for American academics. A survey of the nation's deans, provosts and other senior academic administrators reports that austerity measures imposed at state and federal levels have made it far more difficult for lecturers to obtain tenure, which guarantees job safety and academic liberty.

Some 28 per cent of the 318 four-year institutions surveyed have set quotas for the number of tenured positions they will allow among the teaching staff, a figure significantly higher than of previous years. "We're not as highly tenured as most people believe," the director of the survey told a joint session of the American Council on Education (representing the United States) and the Association of Universities and Colleges of Canada, at a recent convention in Toronto.

The most "surprising fact" reported is that only 43 per cent of the 490,000 professors included in the survey are tenured and that only two thirds of the total are in position to graduate to a tenured position.

The study, under the direction of Mr Kenneth Mortimer, head of the Centre for the Study of Higher Education at Pennsylvania State College, has not been finished. Its larger aim is to examine the effects of retrenchment on teaching staffs, academic programmes and campus budgeting.

But in discussing early returns, Mr Mortimer noted that one result of this movement is the more frequent employment of occasional and part-time lecturers, covering annual, fixed-term, and multiple-year assignments. Many colleges are also offering their senior staff "early retirement" in an effort to reduce their tenured ranks.

In the past five years, some 4,000 employees at four-year colleges have been laid off, about 30 per cent of whom were tenured professors.

## Hungary's graduates earn less than skilled workers

Higher education can seriously damage your earning prospects, at least in Hungary. A recent survey by the Hungarian Central Statistical Office of people aged between 20 and 34, who had completed a university or higher college course found that their salaries were lower than those of skilled workers of the same age and were gradually falling further behind. Nine years ago, the average starting salary of a new graduate was 81 per cent of the average pay of a manual worker; by last year, it had fallen to 77 per cent.

In spite of the apparent disadvantage of a degree or diploma, higher education still retains its popularity. The number of young graduates (the survey reports) has doubled in the last 10 years, reaching 205,000 in 1980. This expansion has been, primarily in the number leaving higher colleges although 30 years ago, two thirds of all young graduates had attended a university and only one third some other form of higher education, this proportion has now been reversed.

There is considerable anecdotal evidence - including castigation in the Party media - that the universities still retain their prestige value, and that parents who are university graduates want their children to be the same. In spite of frequent propaganda drives to present all forms of higher education as equally prestigious, the non-university sector still remains for the majority of young Hungarians, very much a second choice.

At the other end of the spectrum, agricultural specialists, who are equally in demand, command the highest wages - 13 per cent more than the average graduate, although still

## German law degree reformed

from Barbara von Ow

MUNICH

Interim exams will be introduced for West German law students under a draft law presented by Hans A. Engelhardt, the federal justice minister. Apart from the new exams, the law will formalize a closer connection between theory and practice, prescribing a year of practical work before the final exam.

The new regulations will become effective next September. Their aim is to standardize the law courses in all 11 federal Länder and to curb the huge

number of law students in West Germany, currently 70,000.

Herr Engelhardt said the new law would end a long-standing debate on a restructuring of the law courts. It would take account of positive experiences made during an official "experimental phase" introduced at eight law faculties in seven Länder in 1971.

The experiments were aimed to develop alternatives to the present two-phase system, under which law students do two years of practical training (Referendariat) between two sets of state exams. These experiments are due to expire in 1985.

## Getting the moral message

Elites was a major topic of discussion for some 1300 top officials from Canadian and American universities when they met this month in Toronto for the first joint meeting of the Association of Universities and Colleges of Canada and the American Council on Education.

George Pedersen, president of the University of British Columbia, urged universities and colleges to behave ethically, "according to the highest standards of human behaviour." Calling for "greater straightforwardness," he worried that universities "had not always satisfied the most stringent and ethical standards" when promoting themselves.

He said: "I can't help but be amazed at the number of our colleges and universities that are 'world class' or 'great' or 'outstanding' or some other equally glorifying and overused superlative." Such misrepresentation has no place in an institution of higher learning, he insisted.

Elites must also form an integral part of university teaching, said Father Roger Guindon, rector of the University of Ottawa. Universities must not only graduate an "educated citizenry" but promote "responsible citizenship".

"Once we have helped men and women to obtain a degree, have we fulfilled our whole mandate? Are we satisfied that every holder of a degree is a responsible citizen?" he asked. Elites should be part of all teaching and not segregated in separate courses.

Father Theodore Hesburgh, president of Notre Dame University, told the conference's plenary session on ethics and morality: "Let it not be forgotten that how we think, what we do, is so much more important than what we say. Every act of ours is teaching."

"Education is the key to the future, but it had better include education on what is most important in life," said Hesburgh, warning universities against turning out "dull and drab practitioners" of change.

Of all the ethical challenges facing universities, the greatest moral problem was "the nuclear threat to humanity," he said. "If we do not learn and teach our students how to cope with this primordial nuclear problem, we need not worry about all the others."

Hesburgh urged universities to use all the expertise at their disposal to fight the nuclear threat, warning that "once the nuclear barrier is breached, for whatever reason, it is hard to escalate."

The role of the liberal arts in humanizing and socializing an increasingly technological society also emerged as a recurrent theme during the three-day conference.

Canada's governor-general Edward Schreyer said: "Institutions of higher learning have the means and a responsibility in assisting society towards the new technology towards a mature, stable and therefore healthier society."

And American Education Secretary Terrel Bell said: "The only way to cope with accelerating change is to concentrate on mastering of the traditional academic subjects."

He urged a strengthening of university programmes that shape and discipline the mind, open the intellect to the wisdom of the ages and create a hunger for more learning. "This is the path to an intellectually mature citizenry," he said. "What we need from higher education is the highest quality liberal arts programme you can establish and offer."

He ridiculed charges that university graduates are over educated. "We may miscalculate our people, but we cannot overeducate them. The more education, the better. It is learning that opens understanding, strengthens our decision-making, and elevates both mind and increases our productivity."

## Police called to legal wrangle

by Sarah-Jane Evans

Student demonstrations have again marked the return to university in Spain. As usual, they centred on Madrid, which has five universities and hosts one third of all Spain's students. This year, police had to be called to the law faculty at the Complutense University. With its 17,000 students, the faculty is larger than a number of other Spanish universities.

The demonstrations are particularly significant this year because the new law to reform university education has just come into effect. Spaniards are reeling under the range of new legislation that has come into effect since the socialist government came to power in December 1982. Education reforms have consistently received a high profile less as a result of the influence of education minister, Jose Maria Maravall, more because of the direct interest of Prime Minister Gonzalez and his schoolteacher wife. The government also has a strong belief in education as an instrument of social change.

This year there are altogether 720,000 university students and 40,000 teachers. The Complutense University, with 100,000 students, is always a potential site for student unrest. Vice dean of students Javier Alvarez Garcia said: "A monster like the Complutense just cannot function."

In the whole of Europe there's no university which even approaches these figures. You could argue that Spain is not yet ready to spend money on new universities, but it would definitely be more profitable. At the

moment we're pouring money down the drain, because we're not producing good professionals in these jam-packed faculties."

The trouble in law arose at registration. The students, except first years, choose their own teaching groups and teachers - and they want to be in the easiest group. Large queues started building up at the faculty office the day before registration. When it eventually became clear that many of them were not going to be able to join their chosen groups, fights broke out, windows were broken, and the police had to be called in.

The law students have grounds for discontent. Classrooms built for 100 are having to take 250. The well-stocked library only opens in the morning, through lack of staff. This particularly hits students who have jobs in the morning and only attend in the afternoons.

Señor Alvarez is quite explicit about the consequences of overcrowding and lack of facilities: "I have had students who have graduated and have then had to handle a case of some crime or other. They have come back to me to ask how they should present the case in court. This is serious. We're not talking about some private business which is going badly; this is a matter of defending a client against a possible 12 years in prison."

The Education Ministry, however, has chosen in its first year to concentrate less colourful issues. The new law's most direct effect will be to give universities greater independence over finance and staffing. This is important

for scientific research. Hitherto university teachers were obliged to devote themselves exclusively to their work; the regulations were designed to prevent contact with outside agencies. Their control over funds was also strictly limited.

Article 11 of the new law enables staff to make contacts with the outside world of a "scientific, technical or artistic kind". In cash-earning terms, the potential for scientific research is greatest, but many writers in Spain's universities will find a new freedom. University rectors have been looking longingly at European and American universities and at the levels of income that research sold to commercial companies can bring to their impoverished institutions.

This year the government subsidy to universities went up by 25 per cent on the 1982 figure, and some salaries by 30 per cent. There will be no such increases next year. It is likely, though, that a senior lecturer will be earning around £10,700 next year, as against £10,000 this year. The new law also greatly improves the financial position of the non-tenured staff. Despite this, Spanish commentators have noted that university staff are not welcoming the changes. Their concern seems to be that the reforms are still not getting to grips with the great expansion in the student population over the last ten years. The nature of the distribution of students is a source of worry: the most popular faculties are the ones with the longest courses and the highest levels of graduate unemployment.

The United States government's General Accounting Office, a watchdog agency reporting to Congress, says that private foundations are failing to provide American colleges and universities with the information they are required to disclose.

Institutions are seeking more grants from the nation's 32,000 private foundations to make up for lost federal education funds. But in examining some 11,000 public disclosure records the agency has determined that 79 per cent of the foundations are not fully reporting detailed data on their grants-making programmes, investments, income, expenses and disbursements. Colleges need this information to help determine which of the numerous foundations have interests similar to theirs and would be most likely to fund their proposals, said the General Accounting Office.

## Controversial tests halted

A federal lawsuit and forces of nature have brought a halt to controversial experiments in California to test genetically-altered bacteria in the open environment.

Scientists at the Berkeley campus of the University of California say there simply wasn't enough time before severe cold set in to adequately respond to a suit aimed at delaying or cancelling the experiments.

The engineered bacteria were to be sprayed on potato plants to determine their ability to deter frost damage. The tests were approved by the National Institute of Health with little public participation.

The *Pseudomonas syringae*, dubbed "ice-minus", was to be tested at temperatures as low as 10 degrees below freezing. Responding to the suits which environmental groups threatened to pursue if the experiments went ahead would have delayed the test well into winter and yielded unreliable results. The tests will most likely take place this time next year and will mark the first time genetically-engineered organisms will be released into the environment.

Nobel prizewinner Gerald Debreu, a professor of economics and mathematics at the University of California at Berkeley, received reporters clad in blue pyjamas and a bright suit dressing gown. He said he was extremely happy to receive the Nobel prize for economics.

The 62-year-old French born scholar was the twelfth professor from an American university to have won or shared the prestigious economics prize. He will receive a gold medal as well as one and a half million Swedish kronor (£125,000).

He received the award for a series of mathematical models that classically proved the theory of demand and supply described by the Scottish economist Adam Smith, in *The Wealth of Nations* in 1776. Debreu's models confirm the logical consistency of Smith's theory of *laissez-faire* in which prices, supply and demand tend toward a balance within a free market economy.

Nobel officials said computer models based on Debreu's work were routinely used by the World Bank and similar agencies for analyzing trends in national economies and world markets.

Although he was delighted to receive the prize, Debreu expressed concern that he might be one of the last American scholars to win the Nobel. He said emphatically that funds for research should be at least doubled.

"I am concerned about the support that mathematical research currently receives in the US," he said. "The condition is alarming and the future of mathematical research is in danger."

The university has been admitted as a full member of the Association of Commonwealth Universities.

## Dutch launch 'new blood' scheme

A smaller version of the British "new blood" scheme has been launched in Holland, providing fellowships for 75 academics over the next five years. Candidates will have to be between 25 and 35, hold doctorates and be of exceptional academic quality.

The Constantine and Christiaan Huygens Programme has been launched by the Dutch National Board for Pure Scientific Research (ZWO) but will be open to any field of study. The board has been accused of unduly favouring scientists, as it allocated 71 per cent of its funds last year to natural scientists, but has defended itself on grounds of the quality of work.

Christiaan Huygens was a natural scientist and astronomer, while his equally famous brother Constantine studied law and distinguished himself as a statesman, poet and literary figure. The awards will be made on an individual basis and not to departments.

## Private accounts

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## More credits

The credit card - a symbol of the American way of financial life - has now found its way into the Oklahoma State University on the national educational map. The Oklahoma college is the first to accept payment by credit card of all student fees.

## Election fever

Executives for the 1.7 million-member National Education Association for American Teachers and Professors have endorsed Mr Walter Mondale in his bid for the 1984 US presidency.

The candidate has said he will not accept money from any political action committee, but the NEA has pledged \$1.5m to spend on behalf of those it endorses. The group has further pledged between 700,000 and a million campaign volunteers for Mr Mondale.

## INFORMATION TECHNOLOGY (IT) YEAR

This year, the Government has encouraged everyone to know about and exploit IT. What about IT in British higher education? Are academics aware of IT and do they exploit it? What impact has it had, in particular, on teaching approaches?

In June this year the THES published an 8-page special feature which tried to answer some of these questions. Contributors include David Hawkrige, Professor of Applied Educational Sciences and Director of the Institute of Educational Technology at the Open University; Margaret Boden, Professor of Philosophy and Psychology at the University of Sussex; and A. N. Barrett, a Mathematical Scientist at the Computing Laboratory at the National Institute for Medical Research.

Reprints of this 8-page feature are available, price 80p including postage and packing within the UK, from Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4EX. Please make your cheque/postal orders (no cash please) payable to Times Newspapers Limited.



Gail Turpin, a former postgraduate student at Edinburgh College of Art and now a part-time lecturer in graphic arts, watches as her winning design for Autotype International Ltd's 1984 calendar is printed. Gail, who is pictured with Mr John Gorman, managing director of the printing firm, won a national student competition for the calendar, which is to be repeated this year.

## Architects battle over practice and education

The rigidity of the schools of architecture and a wish by practitioners to wrest back some of their former control dominated the debate on architectural education at the annual conference of the Association of Consultant Architects at Robinson College, Cambridge.

The hostility towards the education system was best summed up by Mr Isb Metcalfe, a partner in Gillespie, Kidd and Coia, the Glasgow-based practice which designed the new college, who said that the universities "were autonomous bodies who paid lip-service to the continuing professional need of the profession" and he said it was time for those in private practice to "ask for the bill back".

He advocated a sandwich degree course in architecture which started with two years minimum office experience followed by two years "intensive technical education" in school finishing with further practical experience.

Professor Peter Smithson, who teaches at the Bath school, however, said that a sandwich course would

destroy students' sense of vocation because they would go into "corrupted offices" too young. "The school as a body," he said, "seems to have something to say for itself."

Entry into architecture should be from many disciplines such as the arts, graphics and building and at many age levels. Institutions should be free to research institutes. There should be a new form of registration for practice independent of the Royal Institute of British Architects and no tenure for school leavers, he said.

Dr Dean Hawkes, lecturer at the Cambridge school and director of the Martin Centre for Architectural and Urban Studies, said that Part 2 courses too often mirrored the first three years of study. Students should be presented with a wider choice for specialization and courses of greater relevance to the reality who wanted to go directly into practice.

Dr Hawkes was depressed that the current education debate in architecture was little more than a debate about numbers.



Paul Flather and Jon Turney chart the rise of the defence debate in universities

# War and peace

Suddenly, every academic seems to have a view about nuclear weapons. The war about peace has fully surfaced in senior common rooms. Not only are more and more academics engaged in the study of war - or peace, or conflict or strategic studies - but more also want to express their views in public.

Last week's launch of the Academic Council for Peace and Freedom, opposed to "one-sided disarmament by Britain and the West and convinced of the value of the Atlantic Alliance" is the latest sign of this growing involvement.

Probably the best-known group is Scientists Against Nuclear Arms (SANA) set up to "make the tools needed by the peace movement". The Campaign for Nuclear Disarmament can claim many supporters among dons and students, and there is a loose European Nuclear Disarmament (END) academic network.

Academics, like any other group and perhaps more so, are being influenced by the great debate over defence now taking place in Britain, as last week's huge anti-nuclear demonstrations showed.

This resurgence of the debate is sometimes traced to academic roots, to the occasion in 1980 when the historian, E. P. Thompson took to the country the case put in his famous *Protest and Survive* pamphlet.

The roots, however, lie in the development since the late 1970s of the neutron bomb, the Cruise-Pershing debate, the plan to go for Trident, the Soviet Union's internal problems, the crises over Afghanistan, Poland, the Falklands and now the Korean airliner - all adding up to what has been labelled the new Cold War.

There are now legitimate fears that the academic arena could become too polarized draining attention from the work done by defence specialists. Others counter by saying that all debate is legitimate and only helps to sharpen up the arguments.

There are now 13 universities involved in some aspect of defence studies. They are King's College, London, home of the country's first war studies department, the London School of Economics, York, Oxford, Cambridge, Lancaster, Leeds, Keele, Bradford, Sussex, Newcastle and Aberdeen and Edinburgh, both of which have established centres for defence studies. North East London Polytechnic has just started a course for a peace and war studies diploma, while the Open University is developing a peace studies course.

This year marks the thirtieth anniversary of the creation of the King's College department, the first to promote the study of the "total phenomenon of war", beyond the more usual studies of strategy or conflict found in all history and international relations courses.

Michael Gwyther, regius professor of modern history at Oxford describes it as a "bastard subject" drawing its strands from science and technology, history and politics, as well as sociology, psychology, economics, philosophy, perhaps geography and law. It can be traced back to the Boer War,

and was first taught to graduates to prepare them for the ordeal of the First World War.

The subject survived the First World War and General Sir Frederick Morris was appointed to the first chair in military history at London University. After the Second World War, Sir Charles Webster and Lord Robbins lobbied for a separate department to study war, named, after much deliberation, War Studies. It drew on lawyers, theologians, political scientists, sociologists, physicists and weapons experts. It was not headed by a professional soldier but by an academic - Professor Howard.

Soon after, in 1958, the Institute for Strategic Studies (ISS) was founded under Alastair Buchan. It began developing some of the earliest theories on arms control and deterrence. The military authorities became interested, realized how useful this could be and began supplementing their in-house training by sending officers to the MA diploma course at King's.

Defence studies only really took off, however, after 1967, with the introduction of the Ministry of Defence's defence lectureship scheme. This provided MoD support for five lecturers, to be appointed without any restrictions by the universities, at King's, Aberdeen, Edinburgh, Southampton and Oxford. The Oxford post was filled by Professor Howard.

Denis Healey pushed the scheme through, realizing, after 13 years in Opposition, that it was important to stimulate public discussion of defence issues. The MoD has no doubts about the success of the exercise, now extended to a further five appointments. The scheme was to be a pump-priming exercise, with universities to take over after 10 years. Certainly, Aberdeen and Edinburgh now run successful centres with their own directors.

The MoD has made it clear that it wants to stimulate academic thinking in defence. It sees great potential in stronger ties with the universities. But as Sir Ronald Mason, former chief scientific adviser, has said the MoD wants more "scientific" studies, not more "sociological" studies.

This view partly reflects the growing maturity of the defence studies community, partly the greater public questioning of orthodox defence policy, and partly the MoD's realization that it can no longer ignore public debates. Its memorandum after the Falklands war, and evidence to the Commons Select Committee on Defence, both illustrate greater MoD participation. Earlier this year, Prince Philip floated an idea, close to his heart, of establishing a "war studies" as a viable undergraduate subject. The idea was greeted with widespread scepticism.

Seven academics are foremost among those involved in defence studies. Professor Howard has written books on grand strategy in the Second World War and is a distinguished military historian; Professor John O'Sullivan, at Edinburgh, is an expert on Soviet military studies; Professor Lawrence Freedman, holder of the War Studies chair at King's, wrote *The*

*Evolution of Nuclear Strategy* which is considered to be the definitive work on the subject; David Greenwood at Aberdeen, a former MoD researcher and perhaps the leading expert on defence economics; Professor Ian Bellamy at Lancaster; Professor Laurence Martin, vice chancellor at Newcastle, who gave the 1981 Reith lectures; and Professor Peter Naylor, who heads the Greenwich Royal Naval College.

While the MoD would welcome a Brookings or a Brandt Institute, it does believe academics are doing useful work. Dr Robert O'Neill, director of IISS, believes Britain is definitely ahead of other European countries in the field, though naturally well behind the American experts. His view is widely shared. Dan Smith, a former researcher at Birkbeck College, London, and a CND supporter, feels there are still too few university departments for a topic of such importance.

However, the rise of CND and the peace movement in the 1950s and early 1960s, and the development of international peace institutes, notably that of Stockholm, produced its own momentum. This culminated in 1974, with the establishment of the Bradford Peace Studies Department, whose aim is described in its prospectus as the study of a "positive combination of justice with a lack of violence".

In a conference paper last month, James O'Connor, professor of peace studies at Bradford, linked peace with freedom and justice, quoting, among others, Goethe, St Augustine and Gerard Manley Hopkins.

At Lancaster, Dr Paul Smoker heads the Richardson Institute for Conflict and Peace Studies, which is appealing for funds to continue its work. At Sussex, Mary Kaldor, a development economist and a fellow of the Science Policy Research Unit, is working on alternative arms control theories.

One problem that has emerged is the difficulty of bringing together academics from all camps and serving officers, to debate the issues openly. This prompted Colin Milner, deputy director at NIEP, to found the International Standing Conference on Peace and Conflict Studies in 1979. At last month's conference in Oxford, a key issue was precisely the division between peace and war studies.

Professor Howard, in his opening address, quoted Liddell Hart - "If you want to understand peace, understand war" - he argued that the two were inseparable. But he also warned that there was enormous potential for misunderstanding and conflict.

War and peace studies attract different personalities, who almost create different subcultures, he said. These differ in their fundamental principles. Professor Howard: war studies start from the standpoint that force is inevitable and seek to control and minimize it, but also to fight it economically and effectively; peace studies are based on the premise that war is derived from misconceptions, which if put right, can lead to a world without war.

Mary Kaldor believes the different



Actors in the theatre of war and peace studies. From top: Thompson, Howard, Healey and Goethe.

arguments about defence should become like competing schools of economics; but she complains of a dominant "hegemony" in favour of orthodox studies, derived from the assumptions of arms balances and the Soviet threat.

Mr Greenwood sees the debate more as a spectrum of views, with the increasing expertise of academics in an area traditionally monopolized by the policy-makers as the real success story of the last 30 years. And MoD involvement is no longer viewed with suspicion; though the current financial squeeze makes expansion difficult.

For the future, higher education institutions are going to have to live with the growing force of pressure groups inside their ranks, as unilateralists, multilateralists and alternative defence groups emerge and develop their theories.

Thinking about the unthinkable, however, is surely something in which academics should be fully involved. But, as one defence expert put it: "Of course academics have a responsibility to take part in the debate, but it can be a corrupting influence. They should make their interventions rare and useful."

## SCIENTISTS

SCIENTISTS AGAINST NUCLEAR ARMS (SANA): main force for disarmament scientists in recent years founded by Professor Mike Pentz, dean of science at the Open University, and formerly a physicist at CERN in Geneva. Pentz argues that "the scientific community is a key element, not only in helping to mobilize public opinion, but also... in ensuring that the movement for disarmament is adequately equipped for its task. SANA's main activity has been coordinating 14 regional groups, many based in universities, producing campaigning papers and books, notably *London After the Bomb*.

SANA consistently challenges Home Office interpretations of survival prospects after a nuclear attack and is now moving into two new areas - non-nuclear defence strategies, including the effects of a non-nuclear defence policy on jobs, and commentaries on disarmament negotiations. SANA groups in Britain have extensive overseas contacts.

BRITISH MEDICAL ASSOCIATION'S BOARD OF SCIENCE AND EDUCATION: Influenced by SANA in preparing widely publicized report on *The Medical Effects of Nuclear War*. Report, prepared by a group under Professor Peter Quilliam of St. Bartholomew's Hospital, has been the main contribution of the doctors' professional body to the disarmament debate. The BMA also sees its role as a provider of objective information. But, unlike SANA, it resolved to take no political stance on nuclear weapons, although some members say neutrality is itself a political decision.

The report was widely interpreted as undermining Home Office claims for civil defence. It reinforced the efforts of other groups like the MEDICAL CAMPAIGN FOR PREVENTION OF WAR. The medical professions' anti-war efforts are also strongly linked to overseas campaigns through International Physicians for the Prevention of Nuclear War.

THE BRITISH PSYCHOLOGICAL SOCIETY: Has asked Dr James Thompson, senior clinical psychologist at the Middlesex Hospital, and chairman of the 300-strong PSYCHOLOGISTS FOR PEACE, to draft a document on psychological aspects of nuclear warfare, which could be published.

Psychologists for Peace have already produced papers on drug abuse in the American military and on human fallibility in operating weapons systems. Developing activities on attitudes to disarmament, and social-psychological effects of accidents, and incidents like the Korean airliner disaster, which people fear could trigger nuclear conflict, and on the use of opinion polls.

At the start of a series on the merging of universities and polytechnics, Peter Scott examines the rationale behind the idea and its progress

## A non-starter gains ground

All of a sudden, polytechnics are being taken seriously. One, the University of Ulster, formed by the amalgamation of Ulster Polytechnic and the New University of Ulster, has already been established. Another, the proposed merger of Aberdeen University, Aberdeen College of Education and Robert Gordon's Institute of Technology, is being actively explored by the Scottish Education Department.

Now the Inner London Education Authority has written to the City University asking whether it would consider a merger with the nearby City of London Polytechnic. Although City University seems to have got chilly feet, already there have been more speculative talks between the ILEA and the University of London about wider-ranging cooperation across the binary line.

Last week it was disclosed that Stirling University, still struggling to absorb the heavy cuts in its income from the University Grants Committee, had approached Paisley College of Technology, like Robert Gordon's a central institution, about a possible merger.

So, with one university-polytechnic merger already under way, the three-way Aberdeen amalgamation being seriously considered and at least two more merger plans being formally discussed, polytechnics have jumped several places up the agenda of higher education policy for the 1980s. What was until very recently a non-starter has suddenly become an active possibility.

It all seems to be happening without premeditation. The Department of Education and Science has preserved a sphinx-like inscrutability, partly because polytechnics are such an unfamiliar idea to civil servants drilled in the binary orthodoxy that has prevailed in the DES since Robbins, partly because ministers do not know which way to jump.

The SED has been obliged by the Aberdeen plan to take a more positive interest, while continuing to operate firmly within the rather narrow limits of its departmental tradition of caution and discretion. But it looks likely that the SED will agree to set up a committee to inquire into the advantages and disadvantages of the Aberdeen merger, although it will be careful not to show its own hand at this stage.

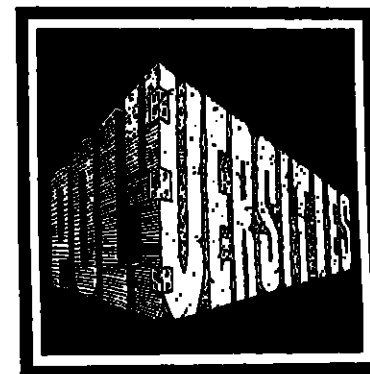
The University Grants Committee seemed to find the Ulster merger of consuming interest and took an active part in steering a group that managed the marriage between NUU and the polytechnic. The informal word from Park Crescent is that the UGC has found this practical experience of a merger invaluable and that it has been freed away for future use in Britain.

The University of London, acting as a scaled-down UGC in this respect, has also shown an active interest in trans-binary cooperation. Professor Randolph Quirk, London's vice-chancellor, takes the view that the binary line should not stand in the way of sensible rationalization, and that it makes no sense for the two largest single providers of higher education in Britain, the University of London and the ILEA, not even to talk seriously about cooperation.

There seem to be two main motives for this growing interest in university-polytechnic mergers. The first is the need for rationalization. With more short-term and possibly short-lived tomorrow the case for streamlining higher education is stronger than ever. Certainly, the London talks have to be seen in the context of rationalization.

Both the University of London and the ILEA are conducting wide-ranging reviews of the higher education they provide. In the case of the university, its process is at least five years old. The former vice-chancellor, Lord Annan, and the present, Professor Quirk, have made sustained efforts to reorganize the university. The merger between Bedford and Royal Holloway colleges and the other mergers still in the pipeline are the fruits of these efforts.

In the case of the ILEA, the rationalization process is more recent. The authority is still in the first stages of its review of advanced further education in the capital, but already a number of proposals have been made, including the merger of certain mergers of



polytechnic and a large college of higher education (Thames and Avery Hill), the possible merger of two colleges were being divided more rigidly by the new apartheid of the binary policy at the very time when schools were moving towards a unitary system.

The message from both sides in London is not so much that university-polytechnic mergers are to be positively encouraged but that the binary line should not stand in the way of sensible rationalization. Anything is possible; there are no out-of-bounds proposals.

The rationalization motive has also been important in the other plans for polytechnics. In Northern Ireland it was a paramount consideration. Following the gloomy analysis of the Chilvers report the only alternative policy was Chilvers's own, to close the New University of Ulster.

In Scotland, both Aberdeen and Stirling have been hit hard by the UGC in its distribution of the much reduced university grant, so both have a greater than average incentive to explore cooperation with their neighbours.

The record so far suggests that plans for polytechnics are likely to make at least some progress within a strongly regional and individual local authorities and individual universities are too small; they lack the imagination and the capacity to initiate such bold experiments. National institutions like the DES, the UGC and now the National Advisory Body are too large; they are too much the extrusions of the binary status quo.

In the intermediate context between local and (British) national, it is a different story. In the capital the ILEA is a rather special local authority and the University of London a rather special university; both have the administrative competence to initiate far-reaching reforms, including the formation of polytechnics; both face problems of a complexity and difficulty that provide ample incentive for such initiation.

In Scotland the gap between Edinburgh and the individual institutions is not so wide that particular cities and tailor-made for particular cities and regions cannot be envisaged without creating alarm about setting uncontrollable precedents. Nor has the binary orthodoxy ever managed to command such absolute allegiance among Scottish civil servants. In any case, the experience of nationalism and (unsummed) devolution has encouraged a new freedom from London thinking.

So the lesson is a special solution to a special problem, which set no precedent for Britain, but that Northern Ireland is the most obvious example of the intermediate jurisdictions in which polytechnic experiments could be expected to thrive.

Anywhere there is an authority sufficiently large to develop its own sophisticated higher education policy but sufficiently small, or far from London, not to be creating in captive orbit round national institutions like the UGC and NAB, a new relationship between universities and polytechnics/colleges may be encouraged to develop. Scotland, London today; Wales perhaps tomorrow.

The second motive for polytechnics has been around for a long time but has been given new emphasis by the circumstances of the 1980s. It is the desire to create comprehensive universities that cater for all, or almost all, post-16, to embrace full and part-time, postgraduate and sub-degree, academic and vocational, initial and continuing education within all-purpose institutions.

The ideal is an old one. Many nineteenth and early twentieth century universities were far from being the degree factories of today. Some have shed their part-time and sub-degree courses only since 1945. An institution like Goldsmiths' College in south east London, with its unorthodox mixture of conventional degree courses and part-time and adult education, may appear today as an awkward anachronism, but half a century ago it would have seemed much closer to the university mainstream.

In the 1960s and 1970s the example of comprehensive reorganization of secondary schools gave new impetus to the campaign for comprehensive universities. To many people in higher education it seemed anomalous that universities, polytechnics and other colleges were being divided more rigidly by the new apartheid of the binary policy at the very time when schools were moving towards a unitary system.

As an alternative to the binary policy, Professor Robin Pedley of Southampton University argued that 100 comprehensive collegiate universities should be established.

Now in the 1980s the growing interest in continuing education, and the growing threat of a famine of continuing education students towards the end of the decade, may come together to produce a new and more practical interest in the creation of comprehensive universities.

The main obstacles to the creation of polytechnics fall into three categories: administrative, politico-bureaucratic and educational. The administrative obstacles are raised by the mass of different practices on opposite sides of the binary line.

The ownership of institutions is in different hands and is guided by different assumptions about autonomy; the academic control of institutions through external or self-validation is another area of sharp difference; staff are paid on different salary scales, and so on. The Ulster experience suggests that such obstacles are high but not insurmountable.

The politico-bureaucratic obstacles are the ones which so far really have prevented the establishment of polytechnics. The key has been the refusal of the DES to allow the bulk of higher education to be provided in autonomous universities.

But a lot has changed in 20 years - not least, the sharp reduction in the practical autonomy of the universities in the face of the imperialism of government.

The educational obstacles can be summed up in the widespread fear of "academic drift". The concern is that comprehensive universities would become homogeneous institutions with unorthodox and unprestigious courses being squeezed out. Then the polytechnics would have to be reinvented lower down in postsecondary education in order to provide the courses which the comprehensive universities had abandoned - just as the present polytechnics had to fill the vacuum created by the departure upstairs of the former colleges of advanced technology.

Only time and the practical experience of some experiments with polytechnics will be able to prove or disprove this argument about "academic drift". But again a lot has happened in 20 years. There is today no possibility of an experimental increase in regular degree students, indeed the prospect is the opposite.

Therefore, in terms of crude self-preservation any polytechnics might need to cherish their sub-degree and part-time students in a way that would have been quite unnecessary in the early 1960s.

Perhaps the present interest in polytechnics will be stillborn, with the University of Ulster standing as a permanent monument to the political aberrations of Northern Ireland and slowly away through political inertia. But it cannot be certain that this will happen. What can be safely said is that polytechnics are no longer a non-starter and that the ice of the binary orthodoxy has begun to crack and melt.

And what? The UGC and NAB - the national dimension.



Job searching: from the cover of *Youth Unemployment*.

## Lost souls on the YTS

Patricia Santinelli on a controversial new book about the training scheme

The whole controversy over the political content of the Youth Training Scheme - no doubt a major part of talks at yesterday's meeting of the Manpower Services Commission - will be fuelled by the publication on the same day of a book which claims that the battle for the "political souls" of young people has already been lost.

*Youth Training and the Search for Work*, edited by Denis Gleeson, a sociologist from Keele University, argues that by changing the emphasis away from education to "basic training packages", young people have been socialized into believing that unemployment results from their own deficiencies rather than from the state of the labour market.

The book also says that young people are prevented from developing any political consciousness, which might help them to understand their predicament, by an absence of theoretical underpinning to their training.

Moreover, it contends that the massive expansion of further education, as a result of youth training schemes, has only led to the growth of existing tripartite divisions. These separate young people into distinct categories, such as employable and unemployable, thereby controlling their political aspirations.

These are but two of the arguments in the book, which comprises 16 essays, predominantly by sociologists but also by educationists from universities, polytechnics and colleges. It aims to examine the way in which dramatic changes in the labour market and subsequent patterns of youth unemployment have radically altered concepts of further education and training in the 1980s.

The book also offers an insight into training schemes from a new angle. For example, Beryl Tipton, from the London Institute of Education, points out that there is a basic flaw in current thinking on how to improve the quality of training via Government initiatives, because no questions are ever asked about the quality of work. She argues that one should look at the control of work design in order to understand the problem and realize that the solution may lie in combining training policies with those of work design.

In a contribution on the socialization of young people through training schemes, Meryll Moss from Kilburn Polytechnic maps the impact of the Youth Opportunities Programme on further education from the imposition of MSC control on course content to the position of teachers losing their autonomy over what they teach, while being deskilled and enduring heavier workloads with the additional rewards.

Another contributor, David Raffe, from Edinburgh University points to the fact that the Youth Opportunities Programme filled in its major aim of reducing youth unemployment, and investment in the number of young people in the system and outside, especially the role which he claims EE takes in regulating various career openings and closures.

But further education will find it difficult to defend its segregation, first of YOP trainees and now YTS from the mainstream. This ensures that those young people have neither mental nor physical contact with their peers, thus recreating insidious class divisions.

There is a danger that the book's valuable contribution to greater understanding of this field will have been obscured by the over-reliance of some of the authors on sociological jargon. In that sense, they could easily take a leaf out of Donald Hirsch, whose background paper on unemployment was published by Youthaid two weeks ago.

Mr Hirsch points out that education and training as preparation for work do not protect young people from unemployment. He stresses that it is vital to explode the myth that unemployment is inevitable and suggest ways in which more jobs could be created - for example, in the labour-intensive fields of construction, social care and transport, and by altering the investment structure of this country. *Youth Training and the Search for Work*, edited by Denis Gleeson, published by Routledge & Kegan Paul, 29.95. *Youth Unemployment*, a background paper by Donald Hirsch, published by Youthaid, £2.00.

## PRESSURE GROUPS

First anti-war scientists group dated from the 1930s in Cambridge. In 1955 the RUSSELL-EINSTEIN MANIFESTO for world peace was signed, after which Pugwash conferences, private international gatherings to discuss disarmament were launched. Typical of active scientists are Joseph Rotblat, professor of physics at St. Bartholomew's Hospital, London, and Lord Zuckerman, former MoD chief scientific adviser turned pacifist, condemning the split east by men in nuclear laboratories on both sides.

EUROPEAN NUCLEAR DISARMAMENT AND CAMPAIGN FOR NUCLEAR DISARMAMENT: many supporters in higher education, sometimes in loose networks but no formal organization. National Societies endorsed the last session.

ACADEMIC COUNCIL FOR PEACE AND FREEDOM: newly launched with 200 members, out to oppose the unilateralist case through seminars and meetings. Leading lights include Roger Scruton, David Regan, Julius Gould, and Kenneth Macgregor. Published open letter signed by 200 academics opposing the Atlantic Alliance.

JUST DEFENCE GROUP: one of number of emergent alternative defence groups. Involves academics, generals, theologians and philosophers. Trying to chart course using ideas of a freeze and hot line strikes. Involves Frank Burt, former director of British International Peace Research Institute, Bedford, and Anthony Kenny, master of Balliol College, Oxford.

## UNIVERSITIES

KING'S COLLEGE, LONDON: headed by Lawrence Freedman, professor of war studies since 1982, aided by two readers, two lecturers including official historian, and part-time specialists in maritime studies. MA military history and contemporary strategy. MA military history and contemporary strategy. MA military history and contemporary strategy.

BRADFORD: headed by James O'Connor, professor of peace studies, with nine academic staff, three MA students and 20 MA students a year. Work focuses on non-violence, human relations and regions where peace is at risk, including Middle East and Northern Ireland. ABERDEEN: Centre for Defence Studies, headed by David Greenwood, who joined in an MoD defence research grant in 1967, now backed by both other MoD and Ford Foundation grant to examine defence policy, specializing in defence economics. Offers courses, and produces papers, Centenaries, and studies in ASIDES series.

OXFORD: Work done by Michael Howard, Adam Roberts, fellow at St Antony's and Hodely Bull, fellow at Nuffield Institute for Health. Two defence lecturers. NEWCASTLE: Laurence Martin, former holder of the King's chair in vice-chancellor. LANCASTER: based on Professor Ian Bellamy and the Richardson Institute. EDINBURGH: John Brinkley, professor of politics, centre for defence studies. Open University: no formal centre for defence studies, but military studies and peace studies are taught in the Edinburgh Convention Centre and other British centres.

## INSTITUTES

INTERNATIONAL INSTITUTE FOR STRATEGIC STUDIES: founded 1958 as an independent centre for research in international security, conflict, and arms control problems. Work carried out by up to ten research associates, under direct control of Robert O'Neill. It has a library with up to 200 volumes, and publishes *The Military Balance*, an annual survey of world forces. It also produces *Adelphi* papers, *Strategic Surveys*, and a journal, *Survival*.

ROYAL INSTITUTE FOR INTERNATIONAL AFFAIRS (CHATHAM HOUSE): founded after the Second World War to study international affairs, also does work on defence. Highly regarded library grant worth some £45,000 in 1980. New director, Admiral Sir James Eadie, former MoD defence secretary, took over in 1981.

INSTITUTE FOR STUDY OF CONFLICT: independent body founded in 1976 to look at causes and effects of world-wide violence. Publishes *Journal of Peace and Conflict*, special reports and *Annual of Peace and Conflict*. Special reports and *Annual of Peace and Conflict*. Special reports and *Annual of Peace and Conflict*.

## MINISTRY OF DEFENCE

Ministers are now said to be in favour of a wider and more informed debate led by academic experts. Civil servants are willing to cooperate within the limits of national security. Currently supports four defence lectureships under the scheme started by Denis Healey in 1967. Edward Spiers at Leeds and Martin Edmonds at Lancaster, both set to expire next year, and two at Cambridge held currently by Correll Barnett and Philip Towle, which run until 1990.

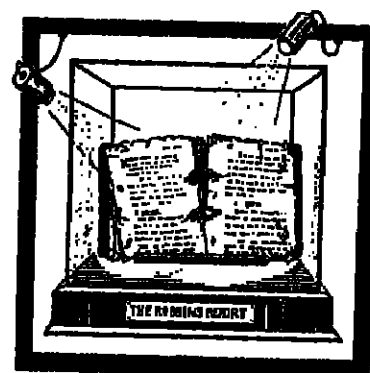
Supports three or four defence fellowships a year, allowing officers to study in universities for a year, sends officers to MPH International Relations course at Cambridge and MPH at King's College, London, runs one or two university seminars a year, and a major defence studies briefing involving academics, officers, and policy makers. The next on arms control takes place in November.

About £20,000 now set aside a year for research contracts on historical lessons of key modern battles. Since the Falklands war, two contracts on media relations have been placed, one worth £100,000 over two years with the Centre for Journalism Studies at Cardiff on general MoD media relations, the other at King's College to look at the role of "expert" commentators during the war. Also puts £15,000 a year into the IIS, £15,000 into the RUSI, and welcomes Chatham House activities.

Runs own Royal College of Defence Studies in London for highlanders, last year 40 from Britain and 36 from overseas, and the Joint Services Defence College at Greenwich, for junior officers in their 30s. It also has in service colleges in the army at Greenwich, army at Camberley, and RAF at Brackley.



## Robbins I. Peter Scott re-examines a report as relevant now as ever



### Not one but six principles

The Robbins principle for nearly everyone in higher education is expressed in the singular and is concerned with access. In fact the committee laid down six "guiding principles." They were:

1. "We have assumed as an axiom that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so." This first and most famous principle has never quite been abandoned. By adopting the most minimal interpretation of this principle and making the most liberal use of its attendant qualifications, the Government has continued to argue that there is a place, somewhere in higher education, for everyone qualified and willing according to this criterion.

2. "We have assumed throughout the principle of equal academic awards for equal performance." This principle has been formally respected, although informally undermined. With the creation of the Council for National Academic Awards non-university students were able for the first time to receive degrees that were not dependent on the grace and favour of universities.

3. "We wish to see the removal of any designation or limitations that cause differentiation between institutions that are performing similar functions." This principle has never been accepted. Polytechnics and other non-university colleges have a different status from that enjoyed by universities - although the debate continues about whether they are, or should be, performing similar functions.

4. "If it is true that certain differences of level and function must be expected to persist among institutions, it is also true that such a structure can only be morally acceptable if there are opportunities for the transfer of a student from one institution to another." Very little progress. Although the need for credit transfer is more widely acknowledged than 20 years ago, its practice is almost as difficult.

5. "The organization of higher education must allow for the free development of institutions." Today this sounds more like a pipedream than a principle. The last 20 years have seen consistent and sustained restriction of institutional freedom. The maintenance of the binary boundary: the dichotomy of the UGC, the creation of the National Advisory Body, the super-dilemma of the present government, all mock this fifth principle.

6. "We must demand of a system that it produces as much high excellence as possible. It must therefore be devised that it safeguards standards." Just about true still, but no thanks to successive governments which have cut capital investment in higher education back to almost nothing and squeezed staff/student ratios on which standards ultimately depend.

## Hopes and fears of twenty years

Requiem, retrospective, reaffirmation - the twentieth anniversary of the Robbins report suggests all three. Requiem, because a strain of nostalgia cannot be denied for a time not so long ago when the expansion of higher education seemed such an uncontested good. Retrospective, because the limits of Robbins' forward-look have been reached and passed; the need for some evaluation of the record of the Robbins expansion is now urgent. Reaffirmation, because the ideals of Robbins certainly and the remedies of Robbins possibly remain as fresh as ever.

Yet whether the intention is to regret the passing of an age of innocence, a sober stock-taking of where higher education has reached, or a rededication to ideals that have been allowed to become flabby, two points have to be kept constantly in mind. First, the context of Robbins. Although only 20 years separate the Britain of Harold Macmillan from the Britain of Margaret Thatcher there has been a shift in national mood that is so great that it seems as if it should have occupied twice as many years.

In 1963 Britain had "never had it so good" on the confident assertion of its prime minister and it was about to encounter "the white heat of the technological revolution" according to its leader

of the Opposition (and soon to be Prime Minister). Britain had only just come to acknowledge that it was no longer a world power and still expected "a seat at the top table."

In 1963 the "Sixties" were only just getting into their swing. We were at the start of a decade that saw profound changes in social and cultural attitudes; a decade that saw fridges, televisions, foreign holidays become part of the possessions and expectations of ordinary families; a decade of virtually full employment, rapidly rising living standards and an expanding welfare state.

In 1963 the Britain of the 1960s, of the Robbins age, is all around us - in ruins the pessimists and cynics might quickly add. Office blocks, housing estates, motorways, even universities are all there to remind us of the dynamic hopes of that decade. Yet, although living standards are even higher, foreign holidays even more popular, fridges and televisions even more pervasive (and now joined by videos and home computers), many of the hopes of the 1960s have disappeared.

Britain has so far declined in status as a nation state that victory in the Falklands appears a major triumph. Mass unemployment is dully accepted. The welfare state is seen, at least by an influential section of the public opinion, as a burden.

Relative economic decline has gathered pace. The "British disease" once a mild irritant has become a raging infection.

Or so it seems. In objective fact Britain's position and performance may be much better than the pessimistic folklore of its establishment suggests. Still it is appearances that count towards a shift in national mood, and it cannot be denied that when Robbins was published 20 years ago the spirit of the age was very different.

The second point is simply that the details of the Robbins report need to be remembered. Robbins, this and Robbins that tend to get slung around in debates about the future of higher education without much regard being paid to whether the "this" and "that" were actually included in the report or are legitimate derivations from it.

Robbins has assumed such totem-like proportions over the last 20 years that there is now a danger that its symbolism, a manipulable quality, will entirely dominate what the report actually said. That would be sad because on nearly all the five issues in higher education policy, the stratification of universities, the separation of research and teaching, the justification for a binary policy, the reform of undergraduate education, Robbins had something to say that is still relevant.

## Recommendations and results

### Expansion

1. The goal - 560,000 full-time students in higher education in 1980/81 compared with 216,000 in 1962/63
2. The shape - almost 70 per cent of students (350,000 out of 560,000) should be enrolled in universities

### The means:

- i) Promotion of the colleges of advanced technology to full university status
- ii) Creation of new SISTERS (Special Institutions for Scientific and Technological Education and Research)
- iii) Foundation of six more new universities (in addition to the new universities which had already been planned)
- iv) Promotion of sufficient regional colleges of technology to create six more universities
- v) Transfer of the teacher training colleges from local authority and voluntary control to place them under the wing of the universities

### Academic change

1. Undergraduates - first degrees should be made broader, with wider subject matter and more pass awards

2. Postgraduates - their proportion should rise from 20 to 30 per cent of the total, and more postgraduate courses should have taught elements

3. Arts science split - a higher proportion of students should be on science and technology courses

4. Beyond the universities - National Council for Technological Awards should be replaced by a Council for National Academic Awards

### Government reform

1. Whitehall - a separate Minister for Arts and Science should be appointed

2. Managing higher education - an expanded University Grants Commission should be established with three full-time members (Chairman, and two deputy chairmen) and a much strengthened staff

Altogether the Robbins committee made 178 detailed recommendations. Many, like the extension of the scope of the Universities Central Council on Admissions, the creation of the London and Manchester Business Schools, and the introduction of the Bachelor of Education degree, were accepted and have become part of the general fabric of British higher education. Others like the call for an inquiry into Oxford and Cambridge if they could not put their own houses in order or the appeal to allow teaching ability as much weight as research achievement in the selection and promotion of staff were quietly deflected. Others again, like the recommendation that "the administrative burden on vice chancellors should be reduced" seem today almost innocent and quaint.

- ✓ A near miss. In 1980/81 there were 535,000 full-time and sandwich students

- ✗ A very different pattern. Less than 300,000 students in universities. If the slump in teacher training is taken into account the anti-university swing is even stronger

- ✓ Immediately accepted and quickly implemented by the Government

- ✗ Rejected in favour of further investment in Imperial College and the promoted CATs

- ✗ Rejected. When Labour came to power it announced that no more universities would be founded

- ✗ Rejected in favour of the binary policy. The polytechnics were established instead

- ✗ Rejected. The only crumb for the colleges was a change of name - to colleges of education

- ✗ The opposite has happened. A higher proportion of students is studying honours courses than in 1963; experiments in inter-disciplinary degrees have not caught on

- ✓ The postgraduates' share has not risen, but many more postgraduates are on taught courses

- ✗ Despite valiant attempts by both government and higher education this has not happened. Many of the extra students have been in social sciences and arts

- ✓ The CNAAs have been a great success, offering half-university degrees (not diplomas) for the first time in all subjects not just science and technology

- ✗ Rejected after an initial wobble when Quintin Hogg (now Lord Hailsham) was asked to effect ministerial support for higher education briefly in 1964. Instead a unified Department of Education and Science was created

- ✗ Rejected. The UGC stayed the same with only one full-time member. Recently its staff has been cut, because of reductions in civil service manpower

## Objectives for higher education

The committee identified four objectives of higher education. They were:

### Training in advanced skills

"We begin with instruction in skills suitable to play a part in the general division of labour." Robbins put this objective first not because the most important but because they thought it might be undervalued (little chance of that 20 years on). They added that "a good general education, valuable though it may be, is frequently less than we need to solve many of our most pressing problems."

### High-level general education

"We must postulate that what is taught should be taught in such a way as to promote the general powers of the mind. The aim must be to produce not mere specialists but rather cultivated men and women." The committee insisted that it was the mark of a healthy higher education that even when it was concerned with practical techniques it imparted them "on a plane of generality that makes possible their application to many problems."

### Scholarship and research

"Thirdly, we must name the advancement of learning." Robbins admitted that there were difficult problems about the relationship between research and teaching and the distribution of research through higher education but insisted "the search for truth is an essential function of institutions of higher education and the process of education is itself most vital when it partakes of the nature of discovery."

### Culture and citizenship

Robbins called this "the transmission of a common culture and common standards of citizenship." Not pressing, everyone into the same mould, the committee quickly accepted, but providing "a link with the family that had ground of culture and social duty upon which a healthy society depends." This fourth function applied not just to students but to the general

## Robbins II. Richard Hoggart argues that little has changed

### Bigger - but not better?

Harold Macmillan had just resigned as Prime Minister, unemployment was way below a million, and the swinging sixties were only just beginning when the Robbins report was published 20 years ago this autumn. RICHARD HOGGART, in the first in a series of five articles to celebrate this anniversary, assesses the shift in national mood that has taken place since Robbins was published.

Next week Sir CHARLES CARTER will recall how the Robbins message was received with enthusiasm in the new universities. On November 4 Sir TOBY WEAVER will explain how ministers came to reject the Robbins strategy for expansion. On November 18 GARETH WILLIAMS will take a critical look at the sums done by Robbins. Finally on November 25 Sir ADRIAN CADBURY will look forward over the next 20 years and discuss how higher education can change to match the accelerating changes in society and the economy.

Socio-philosophical justifications more often follow events than prompt them. At least, that generalization can be drawn from comparing attitudes at the time of Robbins to today.

Like many another, I took a train one morning in the early 1960s for London and Robbins's committee room, keen to help make the educational and social case for expansion. It was in the air. We were going the way the world was going and we were received very warmly. We felt cherished. The oil crisis was some way off.

The things we didn't do are just as important. The irony is that some of us, though still not everybody, have come to see these divisions only at a time when cuts are biting ever harder and under a government whose own definition of higher education's contribution to the economy is direct but narrow, without either long breadth or much perspective; a government whose social and cultural outlook on higher education would not prompt expansion even if lots of money were available.

Worst of all, among the failings of those in higher education, we hardly at all challenged its socially-privileged character. As a result, though with some important qualifications, we reinforced those distortions. We enlarged departments, especially those which could easily expand; we more and more turned the selective professional screws; we cared hardly at all for what was going on outside.

Today's students are in many ways like their predecessors, their mothers and fathers and aunts and uncles, much the same in their general style. But this is not surprising, since they are socially from similar drawers.

The holes in the catchment net slightly enlarged through the years of expansion so that we now take in somewhat more from the lower-middle and the respectable working class, most of them heading to join the groups of new professionals. The great body of working-class people have been left almost untouched.

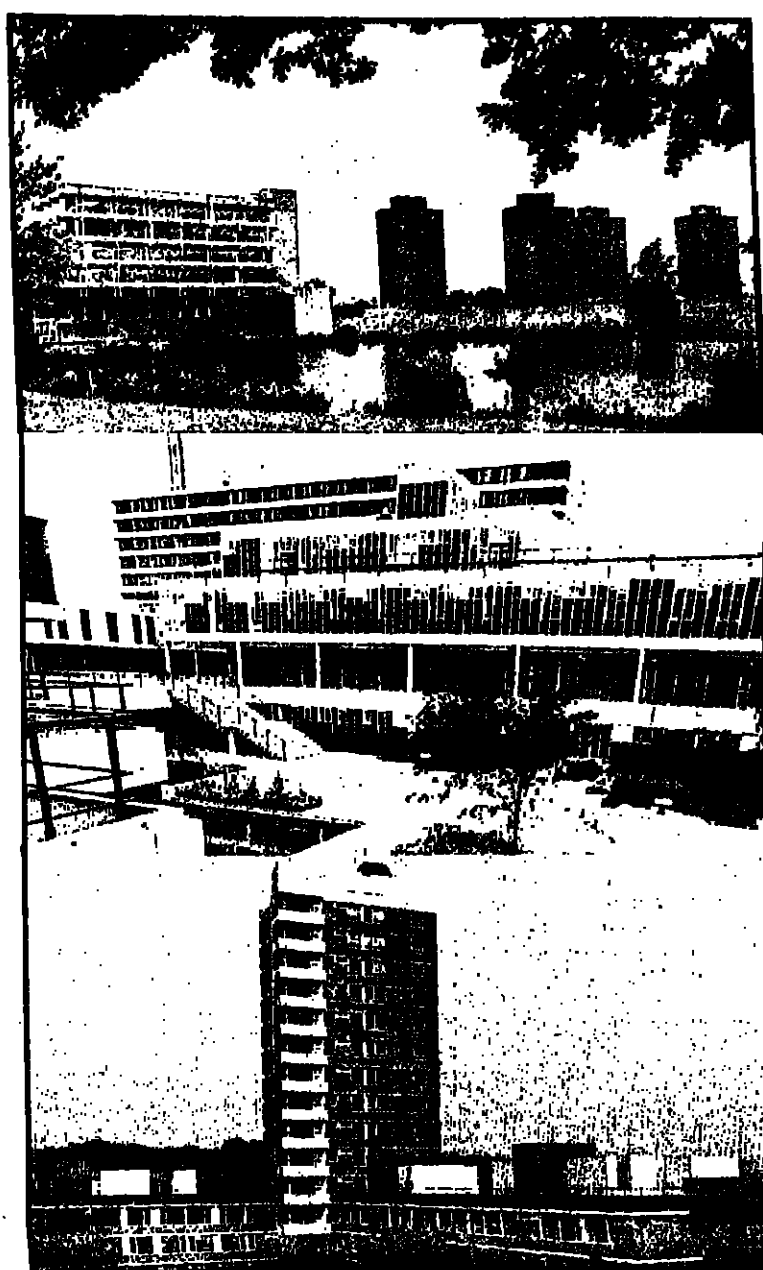
One or two coloured immigrants have, it is true, begun to appear in our degree courses, rather as working-class kids began to appear in provincial universities in the early 1930s. But for most people the sense of belonging to a block outside, below the area of movement, has been reinforced. They never have had much chance of higher education and now their expectation of such movement has virtually ended.

The lid separating the educational from us has come firmly down. Habits, attitudes, ways of seeing, don't greatly change in the short run, say, over half a century. In London we have Birkbeck College; in the strict sense of the epithet a unique place, since nowhere else is committed wholly to the part-time evening degree.

I thought at the time that the creation of the polytechnics was regrettable because, given British attitudes, it was bound to be divisive. I still think so. But I recognize the polytechnics' great contribution to higher education, both academically and to social spread.

Take away the polytechnics now and some excellent undergraduate and postgraduate work would be lost as would some of the more inventive approaches to the needs of students, full and part-time. This is still not as well known within the universities as it should be.

I remember Edward Boyle, former vice-chancellor at Leeds University, was one of two before his death, looking out of his office window across the city and saying: "I don't know what the future of higher education is, but I know that the past is over." There have been few major changes in



Essex (top), Bath and Lancaster: "Identikit 1960s architecture"?

syllabuses, or in teaching, or - most important of all - in the range of entry. This will be denied and qualifying examples adduced. But in comparison with what is needed the new initiatives are peanuts.

The links with polytechnics are poor, and those with colleges of higher education or colleges of further education even less adequate. Some universities have taken some colleges of higher education under their wings for degree-validation purposes (and for numbers). Which of them could honestly put their hands on their hearts and say that their validation processes are as rigorous as those they apply to their "own" degrees?

At Goldsmiths we run "Access" courses in conjunction with South East London College just up the road, by which young West Indians are specially trained through a year at the college to the point at which they can sit for entry to our BEd degree course. How many other university institutions do that? Some, certainly; but most don't want to know.

Sainsbury's have apparently contributed towards the cost of a new hall of residence at Worcester College, Oxford; a magnificent building, we are told. I understand that a young Sainsbury has been up at Oxford and was rather a spark. And that a Sainsbury daughter read fine art at East Anglia. The University of East Anglia got the magnificent Sainsbury building and collection. The local citizenry have to pay to enter the buildings it is free to those lucky enough to be up at the university.

I'm wondering whether Sainsbury's could be persuaded to endow some scholarships for the Tenses and Exes of Leishman - we know they exist - so that they can afford to enrol for a part-time degree course at Goldsmiths. The profits from their huge store on the road alone ought to justify that.

Someone could go on. By, for instance, yet again pointing out how short-sighted the trade unions have been

They have pushed for higher take home pay rather than for greater social liberation for their members; and where they have looked to the role of education they have conceived it narrowly, as a training in union bargaining rather than an opening of the heart and mind. Ruskin, Morris, Tawney, Bevan (a very civilized man, whose monument is rightly the Open University) would hardly be at home there today.

I write with some bitterness, partly because for me the last seven or eight years of the 20 years since Robbins reported has been a time of two main and particularly revealing preoccupations. First, looking after a college which is one model of what a university institution can be. Second, chairing the national Advisory Council for Adult and Continuing Education, a quango which is ending its hectic and fruitful life this month.

At Goldsmiths we have over 3,000 full-time day students of the usual ages, recruited nationwide through the Universities Central Council on Admissions; in the evening we have 4,000-5,000 part-time students; we are incorporated within the University of London but not a chartered "school" (like King's, Royal Holloway, etc.); our degree results are similar to those of the schools.

But we also, and they don't, draw in from the highways and byways around. You are lucky to find a parking space within a quarter of a mile by day or night. Predictably, as with Birkbeck, people find it easier to think of us as below the salt. Ignorance can be a protection for the sense of self-status.

The Advisory Council (ACACE) has proved publicly and beyond a shadow of doubt that a great many people (at the most conservative estimate, 100,000 now outside) would like some part-time access to higher education. Some of the universities and more of the polytechnics are beginning to recognize this, but their activities are slight in comparison with the need. Meanwhile general adult education, since it is in the discretionary area, has suffered savage cuts and fees have sharply risen. Yet this year, to enrol for one particularly demanding class at a London adult education institute, a couple began to form at 5 am.

So here comes again that tendency for socio-philosophical justifications to follow events. Money is tight, that's true. Education is a big spender; that's true, too. So we are now told: no larger a proportion of the population are capable of properly benefiting from higher education than we provide for at present (thank goodness, at least, that Robbins managed to hike it up this far).

Second proposition: anyway, expansion was too fast and too unselective. So now we have all those sociology lecturers peddling left-wing propaganda. Let's get rid of them and, if we make any replacements, choose business studies and the applied technologies.

Third proposition: the comprehensive are largely a failure, especially in their lack of provision for the academic child. This is not generally true but has some truth in it. Since Labour has traditionally been the party of good education for all, it seems a pity that socialists have allowed the Tories to exploit this situation by their own failure to meet the criticism directly. As in the last election, the Conservatives have been able to steal some of Labour's clothes, to use good words in bad senses.

And the conclusion then drawn from all these assertions? Turn your back on the real gains of these last few decades, ignore the nature and effects of extreme educational privilege underpinning extreme social privilege - and set up the assisted places scheme.

That derisory initiative is on a par with the offers the banks are making to first-year students just now. Get them with you and they're your customers for life.

Pull the bright kids out of the rack and into the "independent" grammar schools and they'll never think of voting Labour like their fathers and mothers. (Still, it might backfire; they might end up voting for the Social Democratic Party.)

The agenda for the end of the century is clear. It is for higher education institutions to modify their over-riden attention to 18-year-olds, to be more open to their communities by day and night, to help establish out in their wider territories multi-level education centres for adults, to open themselves more to part-timers, to make better provision for all kinds for the educationally deprived (women, immigrants, unemployed, people in the "three quarters million" literates).

This doesn't mean that universities and polytechnics have to do all these things at all points. It does mean that they have to do more towards the understanding and solving of such problems, in their own ways and at their own level. That is why, and I give only one example from several, we run at Goldsmiths a pilot literacy centre up the road in Lee Green.

The climate of the 1980s is much colder, much more hostile than when Robbins reported. But the 1980s are not at all depressing in the challenges they offer higher education, no matter how much the educational thinking of the present government is like a bad mixture of Gradgrind and Bowdlerby; and no matter how much the Labour Party is still stuck in routine castigating of "privilege" (which makes it harder for those of us who do believe that privilege exists, and can be identified, to use the word precisely).

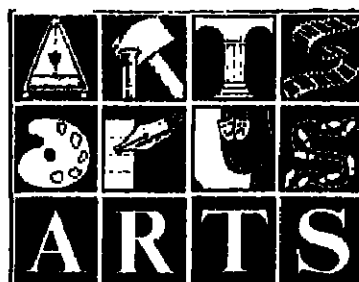
At little extra cost but with certainly some reshuffling of resources the face of education in Britain could be greatly changed for the better. It could acquire a democratic but not a populist face, one which expressed charity, concern for human justice, and a proper respect for the life of the mind and the demand that makes.

The author is warden of Goldsmiths College and author of *The Loss of Literacy*.









RUPERT CHRISTIANSEN previews a programme of Brecht songs to be shown on Channel 4 tomorrow; RICHARD ALLEN CAVE reports on the Dublin Festival's tribute to Dion Boucicault; BRIAN MORTON reviews the RCA's 'Albert' exhibition.

## All very good taste

Songs for Bad Times  
Channel 4, Saturday 8 pm

It is fascinating to conjecture what Brecht would have made of the television era of culture. The possibilities of montage and collective collaboration in the cinema intrigued him, but his wartime spell in Hollywood ("Paradise and Hellfire are the same city" he wrote of Los Angeles) brought disillusionment. Would he have recoiled from the small screen's strategies of mass indoctrination, or would he have adapted his own theatrical aesthetic into a medium whose potential cannot be ignored by anyone involved in using art for direct social ends?

Brecht's drama has certainly not fared well on British television, and it has proved difficult to combine its standard production values with the hard political protest and hectoring aggression so vital to Brecht's effect; nor has television's seamless myth-making naturalism been able to accommodate Brecht's peculiar "alienated" theatricality.

John Willett and Robyn Archer's programme *Songs for Bad Times* is a brave and interesting experiment which runs into the usual traps. It consists of Archer's recital of Brecht's songs, chiefly those set by Weill and Eisler, linked by a simple but clear documentary of Brecht's life and cir-

cumstances which hasn't the time to elaborate the complexity of his personality or attitudes. Some of the songs, like *Mother Courage's*, do not work well out of the theatrical context from which they so immediately grow, and the format fails to reveal how Brecht used music, and in particular, singing, within a spoken drama. On the credit side, the compilers have carefully avoided the obvious Kurt Weill hit-tunes and given a fair cross-section of the musical idioms Brecht worked in: thus we hear the doggerel musical clichés he himself cobbled for the *Benares Song*, through to the influence of *sprechgesang* and *Gebräuchsmusik* in Weill and Hindemith, and the later move towards something closer to a concert lied in the *Hollywood Elegies*, a series of five short poems set by Hanns Eisler, his collaborator in over 150 compositions.

Robyn Archer's extraordinary versatility as a singer was recently displayed in her one-woman show *A Star is Torn*, but here her style is restrained and straightforward. There is no cabaret posturing or flourish in her performances, and any sort of flamboyance is sacrificed to respect for the musical score. It is all in very good taste, underlined by Dominic Muldowney's colourful but discreet arrangements. In the more lyrical numbers and in the poignant *Children's Anthem*, written for a war-chastened

East Germany, this approach is ideal, yet it is hard not to feel in the sharper satirical moments that Archer sings almost too well. There are points in which her smooth contralto becomes monotonous and inexpressive, and one longs for the distinctively grainy timbres of a Lotte Lenya or Georgia Brown. And how interesting it would be — without any slight to Robyn Archer — if we could hear some snatches of the great Brecht vocalists of the past, right down to the playwright himself in his inimitably raffish interpretation of the *Ballad of Mäky Messer!*

The programme will serve as a useful introduction to a key figure of twentieth-century culture, whom Britain has yet fully to assimilate. Over twenty-five years since the Berliner Ensemble's historic 1956 visit to London, our major theatrical institutions are still uncomfortable with Brecht. Something in the national make-up prevents us from re-creating his iconoclastic cynicism, and it has eluded Archer and Willett as well. What we get instead is a polite professionalism — but Brecht with the edges polished smooth is not really Brecht at all.

Rupert Christiansen

Rupert Christiansen is currently working on a book about primadonnas.



Lotte Lenya and Kurt Weill in New York, 1942. A filmed version of Kurt Weill's American folk-opera, *Down in the Valley*, will be shown next Wednesday on Channel 4 as part of its anniversary celebrations.

## Window dressing

Albert: his life and work  
Royal College of Art, until January 22

The Royal College of Art/Observer "Albert" exhibition is a slightly curious affair. Though the Consort's name, and monuments to his person, are dotted all round Kensington, surprisingly little of the man himself emerges from the welter of objects and documents assembled for this show.

Turning one corner, we are confronted with a full wall of blown-up photographs from a studio session done when Albert was 41. In these, the most sustained look at the man himself, he looks uncomfortable and awkward, anonymous, a hefty Victorian bourgeois.

Given the mass of memorabilia (and trivia) on display, only a carefully routed exhibition could have succeeded. Sensibly the organizers have followed a chronological and thematic order, a single corridor snaking through the building, over and under a mirrored replica of the 1851 exhibition hall, the Crystal Palace. The special effects — shifting clouds, Victorian chamber music and songs, reconstructed diorama of Albert's study — haven't been overdone.

It is tempting to see Albert as a kind of *un-dramatis* Theatrical, known more for whom he was married to than for anything he actually did, a safe (if bet for opening new buildings. The conventional wisdom, of course, is that Albert took his Consortship (once it had been granted him) very seriously indeed. However, the objects on show do tend to suggest that his involvement in education, science and the arts may have been little more than the expert window-dressing PR of modern politics. Albert, when he appears, looks faintly out of place, uneasy, perhaps bored.

It would be interesting to know how much of the impetus actually began with the Consort, admittedly a man of wide intellectual interests and aspirations, and how much with the governments of his day and with his own secretariat.

Brian Morton



Boucicault holding a pose from *The Shaughraun*

## Events

### Continuing exhibitions:

To November 8: The Library Gallery, University of Surrey, illustrating by Arthur Rackham.

To November 10: Talbot Rice Arts Centre, University of Edinburgh, *Homer's Iliad*.

To November 13: Graves Arts Gallery, Sheffield. The first of two linked exhibitions from the Arts Council on painting, *Light*, with 41 paintings illustrating the various ways artists use and represent light, will be followed by *Movement and Image*. All three exhibitions will tour to Newcastle, Norwich and Bolton.

To November 20: Art Gallery, Southampton. *Flash and Stone*, the first of three related Arts Council exhibitions on sculpture. It will be followed by *Sculpture's Dance and Mind over Matter*. All three exhibitions will tour to Bradford, Stoke-on-Trent and Sheffield.

## Killing the stage Irishman

It might seem somewhat incongruous that at this year's Dublin Theatre Festival, pledged as it is to celebrating innovation, the major exhibition should be devoted to Boucicault, whose style of Irish drama was anathema to the founders of this century of the Abbey Theatre. It was bold of the recently-formed Irish Theatre Archive to stage their first large-scale exhibition around his work to prove that he was for his time a great innovator.

Years tended to view Boucicault's plays as the epitome of the stage-irishness that his own more nationally conscious movement was designed to repudiate. It is therefore interesting to find in the exhibition a playbill of 1876 for *The Shaughraun* which claims that Boucicault too had been "out to kill the stage Irishman." As a young actor Boucicault had inherited the roles made famous by Tyrone Power and he appreciated how his predecessor had subtly shifted the emphasis in his characterizations so that they were no longer crudely caricatured stereotypes inviting ridicule. Ample illustrated in the exhibition are Boucicault's ability to exploit the stage-personae of numerous stars — Vestris and Matheo, Jefferson, the Keans, Irving; his thirst to adopt the latest technical innovations for his productions; and his delight in using current scientific inventions (photography, the tele-

graph) to resolve the complications of his plots. But the exhibition properly focuses on his three Irish dramas as his finest achievement for the truth of their portrayal of the complexities of the Irish temperament: the shameless posturing that is a creative response to the fact of being a subject people; the controlled intensities of feeling, private and national; the mysticism and the dogged, sullen ferocity quick to reveal itself in the face of abuse. These make for genuine tensions in the plays, and give his moments of sensationalism a credibility often lacking in his other melodramas.

Perhaps Boucicault's most significant innovation for the development of Irish drama concerned tone: comedy is not admitted as merely light or low relief, it is of the essence of these three plays, an expression of the fundamental resilience of the Irish mind. The tonal shifts within any one scene of *Arrah-na-Pogue* or *The Shaughraun* demand a deftly controlled and developed technique from actors and an attention to good ensemble playing akin to the demands of plays by Synge, O'Casey or M. J. Molloy. Ham-acting would destroy the meticulous balance of Boucicault's writing, which explains why he increasingly took on the role of director.

A surprising amount of the subtlety of Boucicault's stagecraft is conveyed

pictureorially in the exhibition, most notably by a set of sketches (from Christopher Callthrop's collection) of highlights and of the cast from the first performance of *The Shaughraun* at Wallack's Theatre, New York. The scenes (Robert's arrest; his escape with Conn's aid from the gatekeeper; the apparent murder of Conn; the wake) are all "big" moments but there is no suggestion of rhetorical over-emphasis in the actors' postures and the settings are picturesque without being exaggerated in their effects; the character-studies give no hint of caricature through the costumes nor of mannerism in gesture or stance (the picture of Harry Beckett as Harvey Duff, terrorstruck as he realizes the mob of villagers are bent on destroying him as an informer, touches an authentic note of horror even to the modern eye).

A bonus of this highly enterprising venture by the Irish Theatre Archive of City Hall, Dublin is that the whole exhibition is readily transportable and will be available for hire by academic institutions and theatres after it closes at the Guinness Visitors Centre in mid-November.

Richard Allen Cave

Dr Cave lectures in English at Bedford College, London.

Tara Rajkumar: Indian classical dance and music. November 2 to 5. Drama Studio, University of Sheffield. Theatre group in *Rhythmic Radiation* by David Shindler.

November 2 to 5. Theatre, University of Essex. *Sleeping Policemen* by Tunde Ikoll and Howard Brenton, presented by Focx Nova.

November 3. Creative Arts Studio, Leeds Polytechnic. The Ken but Nervous Theatre Company in *The Merchant's Apprentice*.

November 3. New University of Ulster. Ulster Orchestra conducted by Vernon Handley. Mendelssohn, Elgar and Brahms.

November 6. Great Hall, University of Nottingham. All Saints Quartet with Susan Jones, Beethoven.

November 10. Vandyck Theatre, University of Bristol. Bahamut Theatre Company from Soweto in *Umungqoth* (the Numb).

November 10. Mitchell Hall, Marischal College, University of Aberdeen. The Edinburgh String Quartet: Beethoven, Schumann, Berg.

November 10. University of Lancaster. Medical String Quartet: Haydn, Bartok and Beethoven.

This weekend the Society for Education in Film and Television (SEFT) is holding an event at The Triangle, Birmingham and soundtrack in film. Speakers include Siran Firth and Norman King. Details from Marion Doyon on 021-359 4192.

The closing date for entries in this year's International Student Playwright Competition is November 30. Details and entry forms from Clive Wolfe, 20 Lansdowne Road, London N10 2AU.

## BOOKS

### Living by ideals

by John Beer

*The Collected Works of Samuel Taylor Coleridge*, number seven: *Biographia Literaria*, or *Biographical Sketches of my Literary Life and Opinions*, edited by James Engell and Walter Jackson Bate, two volumes, Routledge & Kegan Paul, £50.00 (the set) ISBN 0 091 09874 3

Eighty years ago Professor George Saintsbury ranked Coleridge with Arnold and Longinus as the supreme literary critics of western culture and went on to say that if all the professors of English were to be disestablished and the proceeds used to furnish everyone going to university with a copy of *Biographia Literaria*, he would "decline to be the person chosen to be heard against this revolution".

Sainbury was thinking of the critical chapters in that book, of course, which had an unusually strong influence on the next generation. I. A. Richards took them as a founding text for the study which (taking up a term from the book itself) he called "practical criticism". Richards, however, did not commit himself to Coleridge's ideas: even when he wrote *Coleridge on Imagination* he claimed to do no more than extract "from the vast confusing network of his speculations and observations those hypotheses which seem most likely to be useful in other hands". Later Leavis put the book's one more mordantly, acknowledging the brilliance of Coleridge's gifts, which he "admired and revered", yet also asserting that his "currency as an academic classic" was "something of a scandal".

Such blowing hot and cold has characterized much later criticism of the book: critics who have tried to gain a purchase on it that would enable them to present it as a finished whole have had trouble with factors such as the unacknowledged borrowings in some of the philosophical chapters. Yet hard as it is to read, *Biographia* remains an important work. As Walter Jackson Bate shrewdly observes in the preface to the new edition, "no one has ever been displeased to discover that, for whatever he is discussing or urging, he can find a precedent in Coleridge."

In recent years the publication of new letters, notebooks and other writings has thrown light on the circumstances of his composition. We can now see that Coleridge was both stimulated and stung to write it: stimulated by the need to pay for his education at Oxford and produce a work worthy of his talents, stung by the need to justify himself in the eyes of an uncompromising world. His meagre production has been criticized. At the end of an otherwise appreciative review, the *Observer* had urged him to "a better application of the talents Providence has imparted to him": "In truth," it continued, "if life be dissipated in alternations of desultory application, and nervous indolence, if scheme be added to scheme, and plan to plan, all is to be deserted, when the labour of execution begins, the greatest talents will soon become enervated, and unready to tasks of comparative facility."

Coleridge set to work. What was to be a preface to his poems became a longer disquisition on poetry itself, a critique of Wordsworth; but the need for self-justification also drove him to undertake a long account of his own ideas about the mind. A reader who looks for a straightforward unity in the writing, continually moves from one centre of gravity to another. Coleridge himself effortlessly moves from anecdote, anecdote into philosophy, and philosophy into psychology. Yet once one has ridden this veering disquisition it is found to be filled with critical comments: "Coleridge's critical comments," says the *Observer*, "are the best of his age, and his growing belief that eighteenth-century Hartleyan psychology, with its basic presupposition that all mental activity consisted in the association of impressions from

outside, was inadequate to deal with the phenomena of human creativity, and particularly with the human imagination. Yet the imagination is a wanton steed: given its head it will play as well as work; and so it is with the *Biographia*."

The new edition by James Engell and Walter Jackson Bate, which continues the tradition of full and meticulous editing that characterizes the *Collected Coleridge*, helps to deal with such intricacies. There have been previous annotated editions, first by Sara Coleridge and then by John Shawcross, but a still fuller treatment is timely. Shawcross, though a good editor, thought that the plagiarist question had been fully dealt with by Sara Coleridge and could now slip into the background. This deterred later readers from seeing the problem properly. The new edition rectifies matters by indicating fully where Coleridge is drawing on material from other writers and by providing a full discussion of the question, including statistical tables. A sense of proportion is introduced into the affair and the extent of Coleridge's own originality becomes clear. This, along with the annotations that indicate all his other reading, serves to indicate, once again, the extraordinary range of his mind. Natural irritation at his periodic unwillingness to give his sources in detail gives way to astonishment at the sheer range of those sources and the use that is made of them.

The first three chapters show what Coleridge can do easily: they deal with his own early work and the influences which helped shape it, concluding with a handsome tribute to Robert Southey. The problems arise once he approaches his relationship with Wordsworth, and he may at first have hoped to avoid them by turning to more general discussion. While he was writing, however, Wordsworth produced a new edition of his own poems, accompanied by a discussion of the principles of poetry which was provocative both by its failure to acknowledge Coleridge's ideas and by its different account of matters on which they had worked together. Whether or not this had originally intended to Coleridge was driven to write an account of poetry which would engage with Wordsworth's. At the same time it is a striking feature of the *Biographia* that he gives so little space to the actual relationship between them, hardly mentioning it after the planning of *Lyrical Ballads*. Very often the account of Wordsworth's poems is one which could be expected from a judicious critic who had received them for review; it would hardly be guessed that Coleridge had actually been in contact with Wordsworth while they were being written and in a very good position to know what was in his mind.

The reasons for this disjunction are largely biographical. The works he was dealing with had been written during intense engagement with the Wordsworths, all three having committed themselves to a life dominated by

affection and imagination. It had been a compelling ideal, yet it had failed. Wordsworth had turned to a more conventional life, devoted to marriage and children; Captain John Wordsworth's death had made the secluded pursuit of human happiness seem immoral; Coleridge's cultivation of a platonic love for Sara Hutchinson had hoped for and ultimately she had withdrawn, leaving him with a sense that he had been betrayed by the Wordsworths. None of this, obviously, could be written about in the *Biographia*, yet the failure to do so introduced a falsifying factor, leaving Coleridge to extol Wordsworth's nobility and his virtues as a poet in rather abstract terms. As a result there is a blank area between Coleridge's detailed criticisms and his general praise which masks Wordsworth's full achievement. Coleridge makes fine points for and against Wordsworth's poetry, but the sweep of a comprehensive view is lacking. The gap is filled by a "commonsense" style of writing which enables him to stand back in detachment.

The contradictions which marked Coleridge's relationship with Wordsworth had been a feature of his whole career, particularly after his return from Germany, and provides another sub-theme in the *Biographia*. From time to time he broods nostalgically over a lost single-mindedness, dwelling on past incidents when he could be seen pursuing his career with directness and sincerity: the *Watchman* tour, for instance ("I never can remember those days with either shame or regret. For I was most sincere, most disinterested") or his enthusiasm for Wordsworth's poetry and delight in cooperating with him: the theme recurs, when called upon for further material to make up the second volume, he goes back to the letters which he had sent home from Germany, commenting: "I would find present myself to the Reader as I was in the first dawn of my literary life. When Hope grey round me, like the climbing vine..."

Such reminiscences exacerbated the question of his own success. To praise Wordsworth in the teeth of current criticism could also be a vicarious self-justification, but only if he could satisfactorily justify the course of his own career. It is here that the "philosophical" chapters of the book play their part.

These chapters also are constructed round a fissure in Coleridge's thought. The critique of Hartley's associationism is forceful: although the psychological matters are long since outdated, Coleridge's discussion provides an introduction to questions that are still basic to any consideration of the mind's role in perception. Primarily he is trying to bring together the scepticism of eighteenth-century science and his own experience as a creative poet.



A drawing of Coleridge from 1796, by R. Hancock

The question which he cannot solve, however, is the status of the human imagination. Is it to be treated as a pleasurable adjunct to human experience, and so in the end irrelevant to serious issues? Or is it the element in humanity most in touch with the individual's inner being, and so with that supreme Being who is God? Coleridge's philosophical speculations were conducted around the dream of establishing the second position, yet he had to contend with the fact that the implications of the phenomena he investigated were not always as compelling to others as they were to himself. Any assertion that the inmost being of the individual was related to the Being of God was open to criticism on moral grounds, moreover. Only by demonstrating the power of love and imagination in action could he hope to vindicate that belief; yet it was precisely that demonstration which had failed when his relationship with the Wordsworths and Sara Hutchinson degenerated into anxiety and alienation.

Devoid of that central success, his thinking was forced into more abstract and formal paths: by chapter 12 he was adapting large sections of Schelling's transcendental philosophy without proper acknowledgement. Even then his critical intelligence was still at work, adding a sentence here, altering another there, turning plagiarism into ranging eclecticism; but the framework of what was presented was still Schelling's rather than his own. In a last chapter Coleridge attempts a direct assault on the nature of imagination, followed by the playful stroke in which he intervenes with a letter to himself dissuading himself from the attempt and set down instead an outline definition where the ambiguities of his ideas were papered over in orotund phrases while his underlying intelligence and originality peeped through the subordinate clauses.

The *Biographia* is a work full of

contradictions and discontinuities, haunted by Coleridge's failure to make sense of his ruined relationship with Wordsworth, but also a labyrinthine monument to his emotional and intellectual explorations. The ideal of living solely by the heart and imagination had proved illusory, but not the facts of human nature which had made Coleridge believe that it might be possible. The extraordinary transforming powers of the imagination remained a fact, as did the creative powers of the mind itself; and his awareness of these prompted his best criticism.

The more the book is seen in the full context of Coleridge's developing ideas the richer it becomes. Even the ill-conceived penultrices and over-protestations have their part in the whole. Unlike most of his contemporaries, Coleridge was a liberal who was prepared to pay the price of independence. While others wrote their works under the shield of protective institutions such as the universities or churches, he relied on a meagre pension and the charities of his friends. He also made the experiment of living by his ideals. As a result his work displays vulnerability as well as strengths, suggesting how far it is possible for an individual to think freely within an unsympathetic environment, how far human weakness will subvert the attempt. Instead of looking for a grand unifying design we should take it for what it is: one of the great early documents of the liberal mind, its failures prophetic of others of a nineteenth century when too much reliance was placed on the power of the human heart, its successes looking forward to more modern attempts to rescue the creative element in humankind from being either petrified into institutional thinking or dissipated on the winds of too much liberty.

John Beer is reader in English literature at Cambridge. His books include *Coleridge's Poetic Intelligence*.

## Early traits

Marcel Proust: selected letters 1880-1903

edited by Philip Kolb  
translated by Ralph Manheim  
Collins, £15.95  
ISBN 0 00 211872 6

The first letter in this selection, from the first three of the eight volumes that have so far been published in Philip Kolb's monumental edition of Proust's correspondence, was written by the nine-year-old Proust thanking a cousin for some books; the last, 23 years later, is addressed to Laure Hayman, *pauvre de l'ère* and principal model for Odette de Crécy, acknowledging her condolences on the sudden death of his father. The 230 letters in between show him growing up, coming to terms with a complex nature, winning and losing friends, courting high society figures male and female, registering his responses to music, painting and

literature. He came to certain authors surprisingly late: "who wrote *The Brothers Karamazov*?" he asked a friend in 1897, "and what's the best of Dickens (I haven't read any)?" About the works he managed to get published in his early career — short stories in *Le Plaisir* et *les Jours* and the Ruskin translations — the letters are not particularly informative, being more concerned with the technicalities of publication and distribution than with problems of composition; little light is shed on *Jean Santeuil*, his first attempt at a major novel, begun and abandoned before the turn of the century.

As a repository of raw materials for *A la Recherche du Temps Perdu*, all the letters are much more interesting. What is especially striking is the extent to which the most memorable traits of prominent characters — Aunt Léonie's hypochondria, Bloch's calculated careerism, Legrandin's flowery grandiloquence, Charlus's temperamental — all derive from Proust himself. The letters are rich in period atmosphere and cannot fail to fascinate admirers of *A la Recherche* who want

further contact with the author more intimate than that provided by Proust's massive biography. Read in isolation, they're unlikely to make many converts to Proust's cause. They've not been lovingly composed, almost as a separate art-form, like the letters of Flaubert or Martin du Gard. The personality that emerges is distinctly unappealing. Proust's sharp intelligence, acute sensitivity, massive erudition, bookish wit and remarkable vitality are regularly on display but there are less endearing attributes: the compulsive preoccupation with his health and money problems, neurotic fussiness over his anguished friendships, the courtship of high society figures which, on occasion, so unctuously that either his honesty or his judgment must be called into question. One begins to appreciate why Proust so insisted on the clear demarcation-line to be drawn between the artist's life and his work. And one can't help wondering what Proust would make of Philip Kolb who has chosen to express his selfless devotion to him by spending half a century on recovering and restoring letters that the recipients were regularly ordered to destroy.

There is much to admire in this selection: Kolb's copious footnotes and exemplary index; John Cocking's incisive commentaries, signposting the chief features of the Proustian landscape; the attractive type-face; the 33 photographs of Proust and his principal correspondents. Ralph Manheim's translation reads well for the most part though he's misguidedly sought English equivalents for the virtually untranslatable formulae with which Proust ends his letters: there's an ardour about "ever so affectionately" entirely lacking in the original *l'embrasse infiniment*; "Your boy", "I kneel to you, Madame" and "Accept the expression of my sincerest homages" sound unnecessarily affected. He should have followed the more cautious practice George Painter adopted in his 1956 translation of Proust's letters to his mother and left beginnings and endings in the original French.

Robert Gibson

Robert Gibson is professor of French at the University of Kent.



Longman 朗文



# BOOKS

## SOCIOLOGY

### Estate to class

Max Weber on Capitalism, Bureaucracy and Religion: a selection of texts edited by Stanislaw Andreski  
Allen & Unwin, £10.95 and £4.95  
ISBN 0 04 301147 0 and 301148 9  
Calvinism and the Capitalist Spirit: Max Weber's Protestant Ethic by Gianfranco Poggi  
Macmillan, £10.00 and £3.95  
ISBN 0 333 34504 5 and 34505 3

As the range and depth of Max Weber's work is contemplated it is difficult not to feel a sense of astonishment at what he accomplished. This is heightened when we recall the years of mental distress in mid-career and his death at the comparatively early age of 56. His work spans the sociology of economic life, law, politics and religion together with major contributions to the methodology of the social sciences. These two books bear witness to the continuing stimulus of his work.

Andreski's book of readings consists of 10 edited extracts which relate to one of Weber's major concerns: why did western civilization develop its unique characteristics? Two are from *The Agrarian Sociology of Ancient Civilisations*, four each from the *General Economic History and Religionssoziologie*. There is nothing from *Economy and Society*, which does seem a somewhat idiosyncratic omission, although in his very short introductory essay to the volume

Andreski does seek to justify this. Andreski thinks that Weber was a great sociologist but a bad writer who was often obscure in his formulations and that this was made worse in the case of *Economy and Society* because it was left in rough notes. Roth and Wittich, who are responsible for the full English version of *Economy and Society* think differently. They say he wrote lucidly and subtly, more so than most of his colleagues, and that his powers of formulation were extraordinary even though the work was only in draft form.

Andreski sees this selection as a companion volume to his forthcoming book on Weber. To that extent an overall judgment should be held in abeyance. As an introduction to some of Weber's comparative sociology and within its self-imposed limitations, this book should be of some help to students. But for many purposes Gerth and Mills's old established selection *From Max Weber*, with its magisterial introductory essay, still stands as a preferable starting point into Weber's work.

One of the oldest debates about Weber concerns his *Protestant Ethic and the Spirit of Capitalism*, which was the first of his studies to be translated into English. From the time the thesis was published in journal form in 1905 it excited controversy. The extensive footnotes which accompany the book contain much of the running battle which he conducted with his adversaries. Still, after Gordon Marshall's recent thorough and judicious review of the debate - *In Search of the Spirit of Capitalism* - one might be tempted to wonder whether there is anything left to be said. Poggi's *Calvinism and the Capitalist Spirit* persuades me that there is. Here is a book which is a delight to read, elegantly written and altogether a refreshing contribution to an old theme.

Poggi has written with an undergraduate audience in mind but the book merits a wider audience. Essentially he does three things. He places the *Protestant Ethic* in a more general appreciation of Weber's views on the

nature and genesis of modern capitalism and, drawing on Weber's biography, suggests why the topic had personal significance for him. He then gives us an uncluttered exposition of the essential components of the argument, as said than done. Finally, he offers some comments on the thesis and suggests "an alternative historical context" within which the thesis can be read and interpreted. This he does with particular reference to Weber's work on the city. His key contention is that

*The Protestant Ethic* concerns not so much the formation of a wholly new collective actor, as rather the (however radical) transformation of a pre-existent one - an urban status group already involved in the conduct of business, and on this account already possessing a distinctive (and privileged) social location within the early modern Western city. (page 93).

He goes on to suggest that the contrast

between estate and class defines the conceptual space within which to understand the processes described in the *Protestant Ethic*.

The last chapter does then contain an important argument, which incidentally complements the relevant part of his earlier book, *The Development of the Modern State*, and merits close attention. Suffice it to say here that Poggi attempts to identify a historical configuration in which entrepreneurial class consciousness with its distinctive moral vision emerged. Hence, despite Weber's much commented upon methodological individualism, it is entirely appropriate for Poggi to speak of the collective actor, the bourgeois class. This has ramifications both for our understanding of Weber's work and for our own approach to sociological analysis.

J. E. T. Eldridge

J. E. T. Eldridge is professor of sociology at the University of Glasgow.

### Social purpose

*Social Science as Moral Inquiry* edited by Norma Haan, Robert N. Bellah, Paul Rabinow and William M. Sullivan  
Columbia University Press, \$52.00 and \$16.00  
ISBN 0 231 05648 6 and 05649 4

The failure in the last quarter of a century of scientific social science to fulfill its promise - either in developing strong theories, demonstrating convincing empirical regularities, or necessarily leading to social betterment - has stimulated enduring debates about the extent to which social science can be scientific in its methods and objectives. In its results. This volume, edited by a psychologist, a sociologist, an anthropologist and a philosopher (all connected with the University of California at Berkeley) is a thoughtful examination of value neutrality in academic study.

The sixteen papers (all but three original) come from a 1980 conference devoted to trying to understand the relationship between social science, morality and practical life. The most distinguished contributors are Albert Hirschman, Jürgen Habermas and Robert Bellah, but the collection as a whole is a strong one, spanning the range from the discipline most preoccupied with objectivity, sociology, to that least concerned, economics. Only its highlights can be touched on.

The first section looks at the relationship between facts and values ("is" and "ought") in economics, anthropology, historiography and psychology. Hirschman incisively questions whether the postulate of self-interest does not need to be balanced by an element of benevolence in microeconomics, particularly when applying economic analysis to non-economic behaviour. Altruistic behaviour, or behaviour which is not purely self-regarding, needs to be given a more central place in economic theory. Economist Michael McPherson follows with an impressive critique of the dogmatic postulation of unchanging "wants" arguing the need to balance causal explanation with meaningful understanding. Paul Rabinow suggests that the scientism of Franz Boas and the interpretive anthropology of Clifford Geertz have moral limitations. Michelle Rosaldo dissects some of the postulates of feminism, and as an anthropologist points out some of the very real cross-cultural variety in views of gender.

The middle section of the book addresses basic philosophical issues. Habermas compares interpretive social science with hermeneutics. Richard Rorty criticizes the appeal to universal moral principles and makes a Deweyan plea for coping with the social world and doing the right thing being much of a mushiness. Stephen Saltzer, whose contribution is subtitled "human agency and the slowly wilderwest", criticizes both positivist and pure subjectivist types of explanation, and argues for a *via media* between the two.

The third section is concerned with the application of social science to social policy and is in many ways the most interesting. It is particularly well done not only in the light of recent burgeoning interest, crystallized by Rothstein on the utilization of the

social sciences, but because of the unreflexive moralism of a good deal of British work on social policy. Robert Bellah argues strongly that modern social science, even when claiming to be purely theoretical enterprise, is suffused with values. He puts forward a conception of social science as practical reason, concerned with ends as well as means. In its applied form, therefore, it is not simply concerned to produce technical fixes but with fundamental (moral) issues of social purpose. The true calling of sociology is to contribute to the self-understanding of society rather than to its manipulated improvement. William Sullivan criticizes the view that the social sciences can provide expert knowledge on the basis of which public policy is formed. Reflecting the views of many of the contributors, he sharply attacks scientific and positivistic conceptions of applied social research. Bruce Sievers provides a very welcome examination of the ethics and epistemology of public opinion research, a topic which receives too little attention from discipline-bound academics.

The collection hangs together fairly well through the pursuit of common themes and reliance on a body of common literature. However, as Lawrence Kohlberg's work on moral education receives much attention. Despite its major contribution, many of its themes will already be familiar to European readers. There is a sense here of America rediscovering the wheel, reflecting an American erosion of faith in those scientific canons which European social scientists (at least in sociology and political science) have been less ready to adhere to. The main weakness of the collection is a certain conservatism. It does not attempt to consider in any detail the implications of the arguments so strenuously put forward for the conduct of empirical investigation.

Martin Bulmer

Dr Bulmer is senior lecturer in social administration at the London School of Economics.

### Working lives

*British Industrial Relations* by Gill Palmer  
Allen & Unwin, £20.00 and £6.95  
ISBN 0 04 331091 5 and 331092 3  
*Workplace Industrial Relations in Britain: the DE/PSI/SSRC Survey* by W.W. Daniel and Neil Millward  
Heinemann Educational, £14.50 and £5.95  
ISBN 0 435 83190 9 and 83191 7

Perhaps for the first time, there is now something like a reasonable choice of textbooks on British industrial relations. A couple of the well-used conventional texts have been replaced in updated editions and a number of new contributions have appeared. Gill Palmer's book marks a further point in the ascendancy of sociologists in a field once dominated by economists, labour lawyers and transcribers of institutional practice.

The newer texts seek to locate the descriptive and interpretative of industrial relations and parties, practices and problems within an explicit theoretical framework. Such a range of sources vary and the debate continues

over the appropriate scope and focus of the subject. One thing is certain: boundaries have expanded to encompass deep-rooted social and political issues.

Gill Palmer's definition of her subject reflects the contemporary broadening of the field. She sets herself the task of studying "the processes of conflict in the employment relationship". In practice this still seems to demand a good deal of attention to the occasional headings of trade union, employers' associations, collective bargaining and the government. In addition, however, it allows a more ethical and searching questioning of the fundamentals such as orientations to work, and perspectives on conflict in society. Palmer's assiduous attempts to presenting the variety of diagnoses and perspectives not surprisingly tend to cloud the distinctiveness of her position. But in essence this volume derives from a neo-Weberian view of multifarious conflicts are to be expected but the precise form any one conflict will take depends on the strategies of various interest groups and the institutional arrangements within which they interact.

This particular perspective is largely maintained throughout and results in continued emphasis on the bureaucratization of work. Other forms of strategic control are dismissed as what cavalierly. Hence, technology gets short-shrift with the question's assertion that "Although mechanization controls are increasing, they will to predominate until all production is processed through automated plant and robots replace employees". The emphasis on bureaucratic control strategy leads to a measure of neglect and too many references to particular recent writers. Indeed, the significance accorded this perspective is curious in the light of the fact that the otherwise excellent account of perspectives in chapter 2, Weberian view is the most weakly presented.

The political analysis illuminating the link between prescriptions and perspectives, while not new, is nonetheless well executed and represents particular strength of this book. Unfortunately though, similar analysis is also recurrent in chapters 2, 3 and 4. Moreover, the material in chapter 3 seems inappropriate for a concluding chapter. It highlights one of the unfortunate tendencies among neo-sociologists - the temptation to continually to redefine fundamental concepts. In this case "power", even late last. Here the discussion of power is not sufficiently grounded in the ongoing material.

Palmer's text remains, however, a very worthwhile addition to the literature. In the main it achieves an integration between theoretical analysis and the perceived reality of the workplace which comprises it.

*Workplace Industrial Relations in Britain* provides a useful companion to the above work. This publication aims to give a factual account of the results of a large collaborative survey and to furnish a preliminary analysis of the data. Both aspects are offered with an eye towards policy implications. The survey itself was conducted in 1980, accordingly, information on the extent and significance of the apparent changes in industrial relations since Thatcherism and recession really took hold, are not to be expected in this publication.

Nevertheless, this will surely become the essential source-book to workplace industrial relations. The meticulously planned and executed survey is the most comprehensive of the mid-sixties. It gives good coverage of the public and private sectors and of the growth in union membership and in the use of formalized procedures during the late 1970s is recorded and the use of non-strike forms of industrial action. Much of the general picture has, however, already been suggested in other more party-political surveys. Perhaps the indispensable utility of this survey will be to act as a benchmark for the follow-up planned for next year.

John Storey

John Storey is senior lecturer in Industrial Relations and Industrial Sociology at Trent Polytechnic.

John Rex and Sally Tomlinson's *British study Colonial Immigrants in a British City* has been issued as a paperback by Routledge & Kegan Paul at £5.95.

# BOOKS

## SOCIOLOGY

### Police at work

*Inside the British Police: a force at work* by Simon Holdaway  
Blackwell, £4.95  
ISBN 0 631 13112 4  
*Control in the Police Organization* edited by Maurice Punch  
Sage Press, £27.00  
ISBN 0 262 16090 0

The issue of controlling police behaviour is central to the continuing debate about policing in Britain. These two books, the one written and the other edited by researchers with established reputations in police studies, deserve serious attention, since they address this issue directly.

Holdaway presents us with an ethnography of policing a deprived urban area in a large British city. It promises to be a particularly penetrating account, since observations were conducted covertly over a period when Holdaway was a serving police sergeant. The police emerge from this portrait in a very poor light. They appear arrogant, brutal, manipulative, and solely concerned with finding evidence in what is, essentially, a thankless job. They will seemingly go to almost any lengths to achieve the evidence they crave, in careless disregard of the safety, let alone the civil rights, of ordinary citizens.

Despite its promise, this ethnography proves to be disappointingly insubstantial. Incidents are repeatedly referred to as examples to support different points, suggesting a lack of relevant data, and one is frequently left with the impression that much is being made of little. The reason for this would seem to be that the author's position of police sergeant/observer was less advantageous (whatever the ethics of covert observation) than might, at first, be supposed. He admits that as a sergeant he was unable to observe much of the peace-keeping work that police officers do and which forms the major proportion of their duties. As a result, his account is largely restricted to the police station.

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Moreover, it is clear that he lacked rapport with the officers that he observed. Because of his strong ethical beliefs, he evidently found police officers and police work to be distasteful, and being in the position of a supervisor, could not avoid disclosing his views. Consequently, there was mutual antipathy which, to his credit, he does not seek to hide in his discussion of research methods.

The evident distaste with which he regards much police behaviour seems to have strongly influenced the wholly negative portrait that he paints. Certainly, one is left with methodological and conceptual reservations. As regards method, there seems to be some confusion over the evidential status accorded to informants' accounts. On the one hand, they are treated as reliable reports of such actual behaviour as the use of excessive force, while on the other, he treats them as mere rhetoric or exaggerations designed to maintain the appearance of police work as exciting. Conceptually, the occupational culture is treated as unitary and the gratuitous imposition of the police themselves, rather than an adaptation to the conditions of police work. Nor is much consideration given to the possibility that different officers evolve or adopt different cultural styles to cope with the realities of their work. This could lead to the impression that all that needs to be done to improve policing is to change the occupational culture, and thus attain the "moving police force" that is desired.

These reservations apart, Holdaway's work does, however, have the merit of drawing attention to the fact that external changes of policy and technology are necessarily mediated (even subverted) by the occupational culture of ordinary police officers working at the base of the organization. That those who officiate at prescriptions for changing the police fail to appreciate this uncomfortable fact leads to their proposals being either doomed at the outset or dangerously unpredictable in their implementation.

Punch's admirable collection of conference papers provides one example of this failure to appreciate reality when Nordhoff and Straver comment the German-Dutch versions of "community policing". The excellence of the collection, however, is demonstrated by the fact that this is immediately exposed as romanticism. It is subjected to searching and merciless theoretical scrutiny by Oultrive and Fijnemore while Broer and van der Vijver describe how one such proposal founded on, among other things, such unromantic organizational realities as people not wishing to have their holiday arrangements disrupted.

These latter authors also implicitly raise the issue of whether or not the police is a monolithic institution, since they demonstrate that the experimental scheme they observed was finally abandoned as a result of a coalition of factions within the police. As Pugh, Janis and Janis, and Van Maanen all testify, the police and the police occupational culture are not the

trayed as being, for example, by Holdaway. In particular, they point to the rift often found between superiors and subordinates. The occupational culture of subordinates is often designed as much to protect officers from their superiors, as to protect them from external control.

It would also be erroneous to believe that the only reason innovation appears seldom to work in policing is because the police themselves are resistant to such schemes. Kelling usefully reviews a number of experiments conducted in the United States since the mid-1960s designed to reduce crime, all of which have failed. His conclusion is that there is, perhaps, little more that the police can do to combat crime, although they can have been able to reduce the fear of crime. The danger is that a result of continuing to emphasize crime reduction as the primary, if not sole goal of policing, will be to encourage the police into taking more aggressive preventative action, which only exacerbates their already poor relations with certain sections of the community. Recourse to such policies are not the gratuitous innovation of the police, but result from social and political pressure to achieve the unattainable.

However, as Reiner points out, the police have not been the neutral recipients of policies emphasizing the need to reduce crime levels, but have vigorously participated in the "law and order" debate, presenting views strikingly similar to traditional Tory attitudes. He sees this as disturbingly anti-democratic, but as Bittner remarks in his penetrating overview, such activism may be seen as an assertion by the police of their professional worth, subject to the same exaggeration that other professionals are inclined to make.

Indeed, Bittner's brief discussion is one of the two contributions which I would commend to all those who are concerned about policing. He cuts through to the fundamentals of the problem, pointing out that we not only want the police to act within legal constraints, but also, and perhaps more importantly, to achieve the best possible result when dealing with a situation. He criticizes the one-sided trend towards constraining police behaviour within legal restrictions, without enabling and encouraging officers to improve their competence in dealing with the diverse duties they are called upon to perform. As he forcefully affirms, dealing with the routine tasks that ordinary police officers are required to undertake requires considerable skills that have for too long gone unrecognized.

In the second of the two most commendable papers, Chatterton points to how the demands of the type of competence referred to by Bittner may conflict with strict legality. Only those officers known among their colleagues as "snatchers" advocate enforcing the laws of assault automatically. It is more common for officers to enforce such laws selectively according to the moral culpability of those involved. This creates complexities in the reported statistics for such offences, but few will read the two accounts of how an officer selectively enforced these laws without feeling that he displayed the competence that Bittner rightly applauds. As Chatterton also points out, it is when the officer feels constrained to act according to legal prescription for fear of external intervention, that justice suffers.

It is this discrepancy between strict legality on the one hand, and judicious police intervention on the other, that is at the heart of the issue of controlling the police. Constraining the police within a rigid framework of legal rules may satisfy ethical and legal ideals. Imposing new organizational schemes and systems may accord with romantic notions about what social life is like. Pursuing a simplistic notion of "crime-fighting" might improve the professional self-esteem of the police. However, none of these fashionable solutions will create the effective solution, force we all seek, not only because they will be undermined by the occupational culture and factional rivalries within the police organization, but because they fail to come to terms with the realities of police work. What Bittner and Chatterton challenge us to do, is to begin to recognize the complexity of the problems inherent in policing and abandon facile formulas.

P. A. J. Waddington

Dr Waddington is lecturer in sociology at the University of Reading.

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## BOOKS

SOCIOLOGY

## With a British bias

The Problem of Sociology: an Introduction to the discipline  
by David Lee and Howard Newby  
Hutchinson, £7.95  
ISBN 009 151511 4

The purpose of this first-year undergraduate textbook is to show that the discipline of sociology is a rigorous, distinct and intellectually powerful one. Lee and Newby attempt to do this through a presentation of the development of major schools of sociological thought, with particular emphasis on the work of Marx, Weber and Durkheim.

This gives the book a coherence which is often lacking in more piecemeal approaches to the subject (for example, through the examination of key concepts or assorted empirical areas). They demonstrate that the study of classical theorists and sociological schools can give a good grounding in the basics of the discipline. Furthermore, there is an intellectual depth here which students who can cope with the rather heavy academic style should find both demanding and stimulating.

However, to concentrate on classical sociology can have its limitations, as is seen when the authors try to establish its contemporary relevance. Marx, Durkheim and Weber were writing a century ago and were concerned with the development of capitalism, industrialization and urbanization in the west. Lee and Newby give the impression that changes since then, of a sort which the original theorists could hardly have imagined, can be explained with the help of a few embellishments and appendices to their theories. But the third world, where these processes are occurring today, is hardly mentioned. And Britain is treated as though it were still the archetypal modern industrial society, whereas it, quite clearly is not.

There are other weaknesses, not all of which can be laid at the door of the classical theorists. For example, there is a tendency to treat societies as though they were self-contained entities, which is hardly realistic in a shrinking and interdependent world characterized by the international mobility of capital and labour. Yet Lee and Newby even manage to discuss a topic such as the state without any reference to external relations. This is reflected also in the choice of empirical material which refers mainly to Britain. Although it may be argued

that students should learn sociology through the analysis of their own society, they cannot really grasp the significance of gender, race, social class and poverty in Britain, to name but a few topics, unless these are placed in a comparative context. Nor are all students at our universities British. While sociology can be a most effective antidote to ethnocentrism, an approach which equates Britain with modern society will only serve to reinforce it.

The authors' inward-looking attitude is unfortunately complemented by their introspection towards sociology. There is an overemphasis on what particular sociologists have written and what other sociologists have written about them. The index is dominated by names rather than subjects. This is not uncommon in sociology nowadays, and partly reflects the subject's increasing age. But insularity is a characteristic of the current British intellectual climate, and is certainly not inherent in the nature of sociology. Nevertheless, this could still be a most useful text provided that its academic respectability is well supplemented by some sociological imagination.

David Berry

David Berry is senior lecturer and head of the department of sociology at University College, Cardiff.

## Out of the ordinary

The Perspective of Ethnomethodology  
by Douglas Benson and John A. Hughes  
Longman, £3.50  
ISBN 0 582 29584 X

Among the barriers to the diffusion of ethnomethodological concepts and analyses, the absence of an appropriate introductory text has perhaps been the most significant. Confronted with the complexities of Garfinkel's prose and the forbidding technicalities of conversation analysis, it is scarcely surprising that social science teachers should have hesitated before exposing themselves, and their students, to the rigours of the original works.

The result has been that teachers who have acquired an easy familiarity with such recondite notions as "structuralization" and "overdetermination" have not become similarly comfortable with Garfinkel's vocabulary. Terms like "indexicality" and "reality-in-juncture" have not been worn in through the medium of the lecture and the seminar and, as a result, students have rarely begun to get used to them. Meanwhile the gap between the rapidly increasing ethnomethodological corpus and its indistinct public image grows ever wider.

While this contemporary dearth of

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SOCIOLOGY

## Technical skills

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social sciences have gained a quite considerable reputation for their use of technical and trendy but obscure language, penetrating the flood of many academic offerings can, however, prove infuriatingly consuming. A well-defined technical and theoretical vocabulary is, of course, one of the hallmarks of a serious science, indeed, without it serious advance can be made. But

three samples of ethnomethodology work - on juvenile justice, on sexualisation and conversation - illustrate a range of its goals and what the following chapters contain. Maximizing the advantages and minimizing the disadvantages of a technical vocabulary is part of the art of science, an art which on the whole natural sciences have acquired but which the social sciences have not. Miller and Wilson have provided a dictionary (and reasonably priced) of social science methods suitable for both the non-specialist and the beginning student. In such a volume (164 pages) they have had to be selective, in particular much of

## BOOKS

the philosophical and "the more obscure statistics" are excluded. Nor, as the title suggests, do they cover substantive theory where the real problems lurk. Within these limitations, however, the coverage appears very adequate.

The dictionary is built around extensive cross-referencing with boldness of typeface indicating relative importance. If, for instance, the meaning of "periodicity" is sought then one is referred to "time series analysis" where one finds a quite extensive description and elaboration of techniques. Indeed, in many ways, the presentation of the material is nearer to being a mini-encyclopedia rather than a conventional dictionary. The explanation of terms, while being concise, is usually sufficiently informative for the reader to grasp a grasp of their background significance. The only limitation immediately evident relates to the dearth of references pertaining to computer methods in the social sciences. This apart the dictionary will certainly prove useful, particularly for those who are obliged to read the technical social science literature but are not trained in the social sciences.

The Essex summer school in social science data analysis has now been running for sixteen years and has attracted more than fifteen hundred students from over fifty countries. The school, as the editors of *Data Analysis in the Social Sciences* note, is now established as the most important training programme in the social sciences outside the United States. Inevitably such a spectacularly successful enterprise has been consolidated around a number of outstanding teachers and the present volume comprises a series of essays contributed by some of these.

The topics covered - regression analysis, the analysis of contingency tables, multidimensional and multi-dimensional scaling and cluster analysis - are all fairly routine and the volume will naturally be compared with the copious introductory treatments of these topics available else-

where. Perhaps the strongest thing one can say about it is that the topics are all dealt with between the same covers and since they are the distillation of many years of classroom experience they are all of exemplary clarity. Although one supposes the volume will have a captive audience in the future summer school students, whether it will make its mark in a wider market against such strong competition remains to be seen.

David Reason takes us through the fundamentals of regression analyses from simple bivariate models to three stage least squares, taking in aspects of linear algebra on the way - a very considerable feat in seventy pages. Though I suspect the student will find the gradient pretty taxing one cannot but admire Reason's powers of condensed exposition. Paul Whiteley, likewise, traverses much ground from chi-square and phi to multivariate log-linear models. He also conveys to the reader some appreciation of the computer packages which are available for the analysis of categorical data. Unidimensional scaling is covered by Kees Niemeijer and Wilbrandt Schuur and multidimensional scaling (MDS) by Tony Coxon and Charles Jones. The latter authors are

particularly helpful in providing references to applications of MDS. The essay is essentially given over to non-metric versions of MDS but they are set within the framework of metric methods.

Brian Everitt's contribution outlines techniques available for grouping individuals into clusters on the basis of either their scores upon a set of variables or a derived similarity matrix. Though it is written independently of the earlier chapter by Coxon and Jones I think students might have found some cross-referencing helpful. Ken Macdonald closes the volume with a characteristically trenchant piece on exploratory data analysis, warning the reader against the mechanistic use of the techniques presented earlier in the volume. Macdonald takes issue with Tukey and notes "we can look for patterns only if we predetermine the pattern for which we are looking".

If the Essex summer school is producing students taught to this sort of standard it bodes well for the future of the social sciences.

Peter Abell

Peter Abell is professor of sociology at the University of Surrey.

## Family quarrels

The War Over the Family: capturing the middle ground  
by Brigitte Berger and Peter L. Berger  
Hutchinson, £9.95  
ISBN 0 09 153210 8

The Family and Industrial Society  
by C. C. Harris  
Allen & Unwin, £12.95 and £5.95  
ISBN 0 04 301155 1 and 301156 X

Both these books are by sociologists; both show a welcome awareness of the contribution of anthropology to an understanding of the family in industrial society; both are strongly historical in approach, devoting substantial attention to the relationship between the family and the process of industrialization. There the similarities end. One of the differences is that Christopher Harris is primarily concerned with the family in Britain, whereas Brigitte and Peter Berger are Americans writing about their own society - though, as they argue, what they have to say has a wider relevance. A bigger difference lies in the aims and potential audience of the two books. The American one is addressed to the general reader; it is frankly polemical, stating a particular moral and political case, rather than seeking to meet the needs of sociology students. Harris's book, on the other hand, has been written mainly for them, and to some extent for his academic peers; and he has, as the says without apology, no conclusions to offer.

The Berbers begin with the postwar history of the family in the United States. They identify three phases: first, the "golden age" of the 1950s, when the mood of reconstruction, the desire of the returning troops for home life and the simultaneous development of the new suburbs helped to encourage a "family renaissance"; second, an anti-family stage which developed in the 1960s and in which Betty Friedan's *The Feminine Mystique* played a key role; and third, a period during the 1970s when an aggressive pro-family counter-movement built up steam. The current debate about the family is thus, as they see it, polarized between two sets of extremists, the anti-family radical critics and the conservative neo-traditionalists. As is suggested by their subtitle, they believe there is a large body of middle opinion, whose voice is hardly heard because its views have not been adequately expressed. The Berbers, identifying themselves with this middle opinion, come out unashamedly in favour of what they call the "bourgeois family". From an examination of the earlier history of industrialization and the family, they conclude that, far from being a passive agent, the bourgeois family was itself the key to economic and social change. This, they argue, is because it made possible the development of personal values - individualism, the Protestant ethic, "bourgeoisness" (in David Riesman's phrase), rationality - which were essential to the birth and continuation of modern society.

Their position is like that of Max Weber, on whose writings they draw. Just as, on the Weberian argument,

capitalism was created not simply by changes in the mode of production (as Marx had suggested) but by the interaction between the emerging technical possibilities on the one hand and the development of appropriate values on the other, so the modern family in particular was not a mere product of capitalism but, by providing a means of creating the kinds of people needed, made industrialization and modernization possible.

When they come to the present day, they again argue, in favour of the family, but in a balanced way, recognizing for example the feminist viewpoint and accepting the need for change while rejecting both the extreme radical critique and the extreme reaction against it. Their case for the family in general is that historically it has performed the essential functions of nurturing children and providing a small-scale and relatively secure setting in which adults and children can find their identity and a sense of community. Their case for something like the contemporary family now is a development of this. An appropriate small and intimate institution to perform these functions is all the more necessary in societies which are large-scale, complex and impersonal. Above all, they conclude from a review of the alternatives, there simply is nothing else to offer.

The evidence is skillfully marshalled, the themes convincingly presented. *The War Over the Family* is an important book, a reasoned and powerful contribution to the current debate. Those who disagree with it will have to work hard to refute its arguments.

Though Harris's book is in a much lower key, it is in its own way also important and useful. Its first chapters, revised versions of those in the authors' earlier introductory textbook on the family, provide, for example, clear and definitive explanations about family, kinship and marriage. Structural-functionalism and the writings of Talcott Parsons in particular are acutely discussed, as are the influence on kinship of both social and geographical mobility.

In reviewing the history of the family Harris, like the Berbers, shows that its relationship to external change has been an interactive, not a passive, one. Like them, but more fully, he discusses the important contribution to the study of the family made by this historical demography of Peter Laslett and his colleagues. He makes the point, sometimes missed, that though Laslett showed that extended family households were rare in pre-industrial society, his evidence proved nothing about the presence or absence of relatives locally; they almost certainly figured in the daily lives of most people.

The book also includes a perceptive discussion of Marxist and feminist perspectives, a careful interpretation of the current statistics and a characteristically sensible assessment of the view that the family is in decline - an assessment that, except in terms of value judgments (for it is morally neutral), is not very far from the picture presented by Brigitte and Peter Berger. All in all, this is an up-to-date text which is both scholarly and thoughtful.

Peter Willmott

Peter Willmott is a senior fellow at the Policy Studies Institute.

## THE BILINGUAL FAMILY

### NEWSLETTER

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## Robber barons

White-Collar Crime: the uncut version  
by Edwin H. Sutherland  
with an introduction by Gilbert Gels  
and Colin Goff  
Yale University Press, £27.00  
ISBN 0 300 02921 7

In 1965 the criminologist Hermann Mannheim wrote that if there had been a Nobel prize for criminology, Professor Sutherland would have deserved it for his book *White-Collar Crime*.

Even in its original heavily cut version of 1949, the book made a great contribution by exposing the analytic deficiencies of deprivation theories of crime and by developing empirically the argument that crimes by business people were real, organized and endemic in America, but were diverted from the criminal courts and prisons by political pressures and cultural homogeneity between large corporations, politicians, the media, law enforcement agencies and judges.

Professor Sutherland's protestations of racial neutrality, his clearly stated reservations about reforming corporate crime through the direction of a law enforcement agency, and his

attack the class character of criminal legislation and law enforcement.

Ironically, given that one of the themes is that the media deliberately suppress information about upper-world misdeeds, a comparison between this edition and previous ones suggests to me that many cuts were occasioned by quasi-political concerns about defamation suits, although the initial publishers and legal advisers may not have made this distinction. The mechanics of this suppression might make an interesting study in itself.

The book contains an excellent introduction by Gels and Goff and reveals, in vivid detail, the corporate looting, price-fixing, cartels, union busting, and wartime profiteering engaged in by the most famous names of American business - the Duponts, the Mellons, and the Morgans - which had been omitted even as anonymous case studies from earlier editions. Extended in length by a quarter, the new edition transforms a plodding, well written but at times dull book into a riveting combination of powerful criminological analysis and history of American corporate malfeasance in the first half of the century.

Some faults survive, however. One might have hoped for more sophisticated treatment of the organizational aspects of involvement in white-collar crime, although the book's age may be to blame for this.

of capitalists from robber barons to bureaucrats. More seriously, Sutherland's attempts at empiricism, the rules of which would lead a neutral court to some labelled here as white-collar criminals, for in common with writers in this field he fails to distinguish precisely enough between legal and moral constituents of criminality. We ought to examine why these technical obstacles to conviction are there, not dismiss them as unimportant.

Had this livelier version been published originally, it might well have had a greater impact upon both criminological theory and the control of business crime. As it is, one of the aspects of Sutherland's effort is that despite the changes in capitalism and the growth in white-collar crime, the book remains a classic. It is a critique of the systematic bias in favour of white-collar offenders which is valid today; the law and order panic of the 1970s and the current fashion in Britain and America for dismissing the powers of the state to control business activities, which last year might well have been labelled as liberty to be done.

Michael Levi

Dr Levi is assistant dean and lecturer in criminology at Webern College, Oxford.

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by Barbara M. Brenzel

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From school's handwritten case histories and legislative reports, Brenzel reconstructs the moral and biases toward the young and the poor and the women of the next generation, and treated with large doses of the reformers' idealism and domesticity. Many who proved to be delinquents were sent to a nearby mental institution or to jail. Brenzel also traces the plight of the parents who were forced by their circumstances to place their children in such institutions in the hope of improving their lives. MIT Harvard Joint Centre for Urban Studies Series  
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Readjustment  
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Application forms and further details can be obtained from the Department of Estate Management, Oxford Polytechnic, Oxford OX4 0DQ.

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## Fellowships cont

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Salary in range of £11,000 to £12,000 per annum, inclusive, London weights. Local Government conditions of service apply.

Application forms and job description from The Secretary, AMA, 36 Old Queen Street, London SW1. Informal discussion of the job, please ring Martin Pilgrim or Steve Hughes.

Closing date: 14th November, 1983. (13879)

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Application forms and further details can be obtained from the Department of Art and Design, Epsom School of Art and Design, Epsom, Surrey, TW20 0EX. Tel: 01835 85111. (13879)

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Faculty of Art and Photography  
**FULL TIME LECTURER II IN STUDIO POTTERY**

Required to assist in the leadership, and to contribute to the teaching and administration of the pottery department. The successful candidate will be expected to undertake a research programme in the field of pottery.

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ANNUAL SALARY: A\$58,019.

Further information may be obtained from the Staffing Officer, Australian Institute of Technology, North Terrace, Adelaide, South Australia, 5000.

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Applicants should have a minimum of five years' relevant experience and a minimum of three years' experience in the field of the humanities and the social sciences. The salary is commensurate with experience and qualifications.

Application forms and further details can be obtained from the Department of the British School at Rome, Rome, Italy. Tel: 06-478 1111. (13879)

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Application forms and further details on terms and conditions may also be obtained from Mr R. E. Sharma, Director, NUS Overseas Office, 5 Chesham Street, London SW1, United Kingdom. (13885)

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DURBAN, SOUTH AFRICA

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**UNIVERSITY OF LONDON**  
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Applications are invited for the post of Director of the British School at Rome, which will become vacant in Autumn 1984. The British School at Rome is a research institute for research in the humanities and the social sciences. The successful candidate will be expected to undertake a research programme in the field of the humanities and the social sciences.

Applicants should have a minimum of five years' relevant experience and a minimum of three years' experience in the field of the humanities and the social sciences. The salary is commensurate with experience and qualifications.

Application forms and further details can be obtained from the Department of the British School at Rome, Rome, Italy. Tel: 06-478 1111. (13879)

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Applicants should have a minimum of five years' relevant experience and a minimum of three years' experience in the field of the humanities and the social sciences. The salary is commensurate with experience and qualifications.

Application forms and further details can be obtained from the Department of the British School at Rome, Rome, Italy. Tel: 06-478 1111. (13879)

**UNIVERSITY OF LONDON**  
Department of Education  
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### NATIONAL UNIVERSITY OF SINGAPORE

#### DEPARTMENT OF BUILDING AND ESTATE MANAGEMENT

Applications are invited for teaching appointments ranging from Lectureships to Associate Professorships from candidates with suitable academic and/or professional qualifications. Preference will be given to candidates who have a minimum of three years' relevant working experience after graduation and who are able to teach in the following areas:

a) Building Technology; Building and Project Management  
b) Land Economics with special reference to Real Estate Finance and Development; Management Accounting; Law pertaining to Land and Buildings.

Gross annual emoluments range as follows:

Lecturer: S\$28,340-58,750  
Senior Lecturer: S\$33,220-91,010  
Associate Professor: S\$79,730-109,820  
(E1 = S\$3.18 approximately)

The commencing salary will depend on the candidate's qualifications, experience and the level of appointment offered. Leave, medical and provident fund benefits are provided. Other benefits include: a gratuity in the form of a lump sum payment of S\$1,000 or S\$2,000, subsidised housing at rentals ranging from S\$100 to S\$216 pm, education allowance in respect of children's education subject to a maximum of S\$12,000 pa, passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members may undertake consultation work, subject to the approval of the University, and retain fees up to the equivalent of 80% of annual gross salary in any one year.

Application forms and further details on terms and conditions of service may be obtained from:

The Director, Personnel Department, National University of Singapore, Kent Ridge, Singapore 0511, Republic of Singapore

Mr R. E. Sharma, Director, NUS Overseas Office, 5 Chesham Street, London SW1, United Kingdom. Tel: 01-235 4562. (13882)

**Papua New Guinea**  
Institute of Applied Social and Economic Research

wishes to appoint a

#### RESEARCH FELLOW

to undertake research into agricultural development in Papua New Guinea. Specific projects rather than overall agricultural policy are to be studied. The appointment will be for 18 months commencing April 1984. Salary is approximately £14,250 p.a.; a gratuity of 24% (taxable at 2%) of gross salary is payable on completion of contract; free housing is supplied. The successful applicant will have a doctoral degree, or a masters degree and many years experience, in agricultural economics or a related discipline as applied to developing areas. The appointee will be expected to work closely with and to train PNG research staff.

Applications including a c.v. and the names of three referees should be sent to the Director, Professor Richard Jackson, P.O. Box 5854, Boroko, Papua New Guinea, by 25th November 1983. (13883)

**UNIVERSITY OF BOTSWANA**  
Department of Educational Foundations

#### Lecturer/Senior Lecturer

Required to start work in January 1984.

Qualifications: Masters degree in Educational Psychology or a related discipline. A suitable candidate must have taught in a school or college for a minimum of five years. Relevant experience in a third world country will be desirable but not essential.

Responsibilities: 1) To teach educational psychology, including general psychology to pre-service courses to secondary school teachers. 2) Supervise teaching practice. 3) Offer in-service courses to secondary school teachers. 4) To teach Med students. 5) Conduct educational research.

Apply to: Department of Educational Foundations, University of Botswana, Gaborone, Botswana, Africa. (13884)

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## Colleges with Teacher Education

### STRANMILLIS COLLEGE BELFAST

Appointment of Principal

Applications are invited from men and women with appropriate qualifications and experience for appointment as Principal from 1st September, 1984.

Stranmillis College is funded by direct grant from the Department of Education for Northern Ireland and its affairs are conducted by a Board of Governors representative of educational interests and appointed by the Department of Education.

The College is concerned solely with initial training and in-service courses for teachers. It is recognised by The Queen's University of Belfast for approved degree and certificate courses in the Faculty of Education.



